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Cette étude se propose d'examiner un large éventail (environ 200) de travaux d'écriture d'étudiants anglophones de secondaire V inscrits au cours optionnel de langue anglaise 630-516 afin d'illustrer l'application des différents critères de correction. Les 200 copies de l'échantillon furent choisies parmi 700 copies d'examen du ministère de juin 1989 fournies par des professeurs. Cet examen comportait trois parties : 1. du travail effectué durant l'année scolaire; 2. une composition basée sur la littérature étudiée durant l'année; 3. un poème. Cette étude débouche sur des recommandations qui visent à aider une correction cohérente et le moins biaisée possible.

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# STUDENT WRITING AND ITS CORRECTION

based on the

Secondary School Leaving Examination
in
English Language Arts 630-516

June 1989

Québec

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**Direction générale de l'évaluation et des ressources didactiques**
Direction du développement et de l'évaluation

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# STUDY OF STUDENT WRITING JUNE 1989


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## 1. A project to Achieve Province-wide Consistency in Examination Correction

The study of student writing in 1989 is a project undertaken by the Direction du développement de l'évaluation (D.D.E.) of the ministère de l'Éducation du Québec (MEQ). The year 1989 was chosen for the project on examination correction because it is the year preceding the obligatory introduction of the new secondary school leaving examination in English Language Arts to be taken by all Secondary V students in the province. The publication of the document in the spring of 1990 should give teachers time to examine its contents and to decide on correction standards and procedures for June 1990.

### 1.1 Purpose of the Study

The purpose of the study was to examine a wide range of student writing from the optional English Language Arts 630-516 examination prepared by the MEQ and offered to school boards for administration in June 1989. Representative samples to illustrate the various mark categories and the application of the correction criteria were selected. The commentary which accompanies each piece of writing in this document was provided by the correctors in order to justify the mark given to the student. The samples and commentaries may be used by teachers and boards who wish to work toward province-wide consistency in examination correction.

### 1.2 Background

Secondary school examinations in English Language Arts are compulsory in Québec. In order to receive a high school leaving certificate students must obtain the requisite number of credits in their language of instruction.

The following chart summarizes the developments that have taken place since the introduction of the English Language Arts program of studies in 1983.

| Dates | Examinations | Level | Status | Development | Correction |
|---|---|---|---|---|---|
| to 1983 | English Composition 412/422, 512/522 | Sec. IV-V | Obligatory | MEQ | Local |
| | English Literature 412/422, 512/522 | | Obligatory | MEQ | Local |
| 1984-88 | English Composition 412/422, 512/522 | Sec. IV-V | Obligatory | MEQ | Local |
| | English Literature 412/422, 512/522 | Sec. IV-V | Obligatory | MEQ | Local |
| | English Language Arts (new program) | Sec. IV-V | Optional | MEQ or Local | Local |
| 1989 | English Composition 512/522 | Sec. V | Obligatory | MEQ | Local |
| | English Literature 512/522 | Sec. V | | | |
| | English Language Arts (new program) | Sec. V | Optional | MEQ or Local | MEQ (sample) |
| 1990 | English Language Arts (new program) | Sec. V | Obligatory | MEQ | Local<br>MEQ (sample) |

After the secondary school English Language Arts program (Secondary English Language Arts I to V) was introduced in 1983, schools and school boards began requesting examinations which were more in keeping with the integrated nature of the program. To respond to this need, the MEQ allowed schools and boards, whose students were following the program, to prepare local examinations for accreditation purposes. In addition to its traditional composition and literature examinations, the MEQ also began to prepare optional examinations more in line with the program. Because June 1990 had been determined to be the year when the MEQ would drop its traditional examinations and offer only one examination obligatory for all students, a prototype of this examination was offered as an option in June 1989. Approximately twenty-five percent of all eligible students wrote this examination (630-516).

For several years, correction of secondary school leaving examinations in English Language Arts has been done at the local level. Schools and boards determine the procedures for correction. In some schools teachers correct their own papers; in others correction is done in committee. A marking guide is provided with every examination; however, criteria are usually quite broad and thus open to vastly different interpretations. The mark each student receives is composed of one-half from the high school leaving examination and one-half from work done during the year. Since 1986 a secondary five student must receive a mark of sixty percent in order to pass.

The June 1989 optional examination was accompanied by a marking guide in which nine indicators of minimally acceptable performance were described. In order to receive a passing mark on this examination, a student's work had to meet all nine indicators as stated. Many teachers used this guide to mark their June 1989 papers, but since its use was not compulsory, others chose to mark papers based on other criteria or in a holistic fashion.

## 1.3 The Examination

The English Language Arts 630-516 examination of June 1989 consisted of three parts: Part I - work done in class using the Literature Booklet; Part II - a major piece of writing

(transactional) based on the literature in the Booklet and literature studied during the year; Part III - a major piece of writing (poetic) inspired by some aspect of the literature in the Booklet. For Part I, activities were designed for approximately three hundred minutes spread over a number of class periods from May 8 to June 8. Part II was scheduled on the morning of June 8 and Part III in the afternoon. In all, students spent an average of eleven hours on this examination, five hours on Part I and three hours on each of Parts II and III. Examinations were then marked locally. See Appendix 1 A-C.

## 2. The Study

### 2.1 Scope of the Study

For the purposes of this study each teacher who chose to use the examination was requested to send thirty percent of each class set of papers: the bottom ten percent of papers, the top ten percent of papers, and ten percent of the papers with marks in the middle range. In this manner the MEQ received more than seven hundred papers representing a wide range of achievement. Every administrative region in the province had at least one school which submitted papers.

### 2.2 Data Gathering

From the seven hundred papers received, it was decided to select approximately thirty percent, or two hundred. This number was chosen as a reasonable estimate of the number of papers which the correctors, hired by the MEQ, could study during one week. The two hundred papers were selected to represent all schools and the range of marks; therefore, it was necessary to over-sample small schools and under-sample larger schools.

Once the papers were chosen, seven anchor papers were selected. These seven papers represented the range of marks with particular attention to papers at the borderline as this was determined to be the crucial decision-making area. These seven papers, containing two major pieces of writing each were used in the training session with correctors.

Correctors were expected to study the whole paper first and then to apply the correction criteria in order to place each major piece of writing in a mark category. See Appendix 2.

### 2.3 The Study Team

The papers were studied by a team of seven: five secondary teachers, one language arts consultant and the project coordinator. The team was chosen to represent a variety of boards and schools as well as examination correction practices. The team met for eight days, the first two of which were spent discussing the purpose and scope of the study, examining anchor papers, applying the criteria, and setting standards. Six days were spent studying the papers in the sample. See Appendix 3.

### 2.4 The Process Followed by the Team

Each paper was studied as a whole. Work done on Part I was compared with work from both Parts II and III in order to determine the development that had taken place over time. Several papers chosen for the study had to be rejected because Part I work had either not been done or not sent in. Such work could not be examined against the indicators, especially the indicators from both Parts II and III which refer to the use of rehearsal and revision strategies. Two correctors looked at each paper, assigned it to a mark category and commented on the significant features of the paper particularly in relation to the indicators.

## 3. Results of the Study

In this section of the report, extensive use will be made of actual student writing in order to illustrate the various points being made and to clarify the application of the correction criteria. Before presenting the writing samples, however, a summary of the students' results on the various questions of the examination is included. Given that one-third of the papers received were from the bottom, it is encouraging to note that failing papers comprise only 26,2% of papers from Part II and 22,6% of papers from Part III.

## 3.1 Student Results

Tables 2A and 2B summarize the student results on Parts II and III of the Examination 630-516, June 1989.

Table 2A: Transactional Writing (PART II)

| Question Totals (Number/ percent) | Distinction (45-50 points) | Superior (40-44 points) | Average (35-39 points) | Pass (30-34 points) | Fail (25-29 points) | Fail - (<25 points) |
|---|---|---|---|---|---|---|
| A 61 32,6% | 2 - 3,3% | 10 - 16,4% | 16 - 26,2% | 18 - 29,5% | 10 - 16,4% | 5 - 8,2% |
| B 40 21,4% | 1 - 2,5% | 7 - 17,5% | 8 - 20,0% | 12 - 30,0% | 10 - 25,0% | 2 - 5,0% |
| C 70 37,4% | 4 - 5,7% | 9 - 12,9% | 20 - 28,6% | 22 - 31,4% | 14 - 20,0% | 1 - 1,4% |
| D 16 8,6% | 1 - 6,3% | 2 - 12,5% | 1 - 6,3% | 5 - 31,3% | 6 - 37,5% | 1 - 6,3% |
| TOTALS 187 100% | 8 - 4,3% | 28 - 15,0% | 45 - 24,1% | 57 - 30,5% | 40 - 21,4% | 9 - 4,8% |

Table 2B: Poetic Writing (PART III)

| Question Totals (Number/ percent) | Distinction (45-50 points) | Superior (40-44 points) | Average (35-39 points) | Pass (30-34 points) | Fail (25-29 points) | Fail - (<25 points) |
|---|---|---|---|---|---|---|
| A 28 14,7% | 1 - 3,6% | 3 - 10,7% | 6 - 21,4% | 11 - 39,3% | 7 - 25,0% | 0 - 0% |
| B 34 18,1% | 0 - 0% | 5 - 14,7% | 10 - 29,4% | 14 - 41,2% | 4 - 11,8% | 1 - 2,9% |
| C 45 23,9% | 2 - 4,4% | 10 - 22,2% | 9 - 20,0% | 13 - 28,9% | 9 - 20,0% | 2 - 4,4% |
| D 81 43,1% | 10 - 12,3% | 13 - 16,0% | 19 - 23,5% | 21 - 25,9% | 16 - 19,8% | 2 - 2,5% |
| TOTALS 188 100% | 13 - 6,9% | 31 - 16,5% | 44 - 23,4% | 59 - 31,4% | 36 - 19,9% | 5 - 2,7% |

3.2 Examination Questions and Sample Papers (Parts I and II)

In each of Part II and Part III students were required to select one out of four items for a piece of writing of 400 to 600 words in length. In two and a half hours students were expected to refer to the readings in the Literature Booklet and work from Part I, write a first draft, revise, write a final version, edit. For each of the questions from Parts II and III a paper that was given a pass will be used to illustrate how the indicators apply.

In Part II, students were expected to prepare a piece of transactional writing in which the student was to persuade, to describe, to explain, or to defend (See Part II questions). In each of the questions, students were asked to analyze one or more selections in the Booklet and works studied in class in relation to the theme of the package.

**Part II - Question A**

**"Our lives are shaped by those around us."**
**"No man is an island."**
**"Our lives intertwine with the lives of others in complex webs of interaction."**

**How does the idea expressed in the above quotations, taken from your Literature Booklet, challenge or disturb you?**

**Write an essay in which you attempt to persuade your reader that your point of view is justified, and that it is supported by references to material in the Literature Booklet and to material studied in class.**

This first question was chosen by 32,6% of students, 75,4% of whom received a passing grade or better.

At first glance this item appears easy but on closer examination it should be noted that the question has three components: determine the key idea, persuade the reader, support a point of view with at least two references. Students tended to choose a main idea and then do little more than list a number of references related to this idea. If a more detailed analysis is expected, then students should be told to limit references to two works.

The papers included here illustrates work which was given a pass (60-69%). In judging this paper the correctors expected the student to: (see Marking Guide)

- generate, expand upon and clarify ideas in order to persuade the reader that her point of view is justified;

- interrelate her own ideas with ideas drawn from the literature in order to support her viewpoint and to demonstrate her understanding of the viewpoints of the authors of the texts she uses;

- employ language effectively and appropriately for the purpose of justifying her viewpoint.

In order to evaluate the work the correctors read the complete paper, i.e. Parts I, II and III. They then used the indicators for Part II in order to determine the degree to which the student satisfied the requirements of the task and to place the paper in a mark category.

* Part I Work

Block A

Most of the selections deal with guilt or unhappiness. A few dealt with philosophy like "No Man is an Island" which dealt with a man's part in mankind. Also dealt with psychology in "Johnny Lingo's Eight-cow Wife." Feeling of guilt, recognition. No man is an island: those who take part in mankind are the ones who lose when someone dies or suffers.

No Block B work

* Part II Work

Draft

- influence is something that comes from outside of us. If the majority of people want to do something else, we will most likely do it also. ex: clothing.
- ref: L.M. pushes M. toward the crown
- by saying that "No man is an island", John Donne is referring to the fact that we are always surrounded by mankind. We are all a part of each other; we are never happy unless we are with other people. If one man dies, we lose a part of mankind; we lose a part of ourselves.
- "never send to know for whom the bell tolls; it tolls for thee." One man dies, we all die-at least a part of us does.

Comments

This is all the student wrote in Block A. Only her Block C work shows evidence of extensive preparation. It is not included here since it relates to part III.

Final Version

By saying that no man is an island John Donne is telling us how we are a part of the whole. We make up mankind. We are different in some ways - such as skin color, language, religion - but we are similar also. We are all human, with human feelings, desires or wants, and various needs. Those people who are involved in mankind, are the people who lose a little part of themselves, each time a person dies.

"Any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee." (No man is an island)

- "Things that happen inside, things that happen outside. But what matters most is how she feels about herself."
- Pride
- "And I was glad she had not put it on. If someone asked her where she got it, and she told them, what would I say?"

Opening

By saying that no man is an island, John Donne is telling as how we are a part of the whole. We make up mankind. We are different in some ways-such as skin color, language, religion-but we are similar also. We are all human, with human feelings, desires, we all have a need to worship. Those who are actually involved in mankind, those who care about mankind are the ones who lose when someone dies.

Conclusion

- Influence is a part of life. There is always influence whether intentionally or not. Sometimes it can be harmful - as in friends pressuring a person to take drugs - but sometimes it is just how a person decides what style of clothes to wear. Not all influence is bad.

Influence is what shapes our lives. Almost everything around us, mostly people, have a dramatic effect on what we do, how we act, how we dress. Influence is an outside force. Each new person that we meet has an effect on us, no matter how small. A good example of this is "Johnny Lingo's eight cow wife". Sarita had always felt plain, unwanted, and unhappy, because that is how her fellow villagers saw her. She could not be proud of herself because no one else was proud of her. When Johnny Lingo paid eight cows for Sarita, she finally felt cherished, and loved. She finally felt good about herself and she became a very beautiful woman.

> "Things that happen inside, things that happen outside. But what matters most is how she feels about herself." (Johnny Lingo's eight-cow wife)

All her life Sarita had been influenced by her peers and family, had felt unwanted, until her husband offered eight-cows for her. Such a small act made her feel beautiful and loved. She had pride. Another instance of influence was in the epic of Beowulf. The influence was of a general sort and a very typical one. When a warrior fought battles in Beowulf's time, he had to bring back "trophies" of his victories. If he killed another warrior, from the enemies of course, he had to cut off a part of the dead enemy's body - hand, ear, foot, etc. - in order to prove, and to boast of, his killing.

the warrior had to make a great story of his killing for the entertainment of his fellow warriors. This was the way of life for them, but it is a basic sort of influence which is still around today.

Influence is a part of life. There is always influence whether intentional or not. Sometimes it can be harmful - as in "friends" pressuring a person to take drugs - but sometimes it is just how a person decides what style of clothes to wear. Not all influence is bad.

Corrector's Comments

This paper was given a pass because all the indicators of minimal performance can all be found some of the time.

Preparation is conscientious. There is some evidence of development of ideas from the initial "guilt or unhappiness" to her choice of the infuence of others upon us, a theme which she also develops in Part III. Her grasp of the material is sensible but not deep or imaginative. There is minor development evident as she progresses from drafting to final copy.

The organization of material is reasonable. She is able to take her choice of topic and support her viewpoint, limited though it is, with references to two works in the Booklet. Her choice of work studied in class, Beowulf, may relate to the theme she has chosen, but the reference is rather obscure. Although she mentions "L.M. pushes M. toward the crown" in her draft, she does not refer to Macbeth in her final version.

In this essay, language and syntax are correct, if colourless. Even though there is a problem with punctuation, it does not impede understanding.

**Part II - Question B**

**Imagine that you are a reporter for your school newspaper and that one of your assignments has been to set up an interview with two interesting "guests"- one person who appears in your Literature Booklet and one person from any work studied in class during the year. Your notes in Part I, Blocks A and B, may be of assistance here.**

**Write an account of the interview that occurred. Describe the tone you established during the talk session. Include the questions you asked your "guests" and the answers that they gave you.**

This question was chosen by 21,4% of students. Of these, 30% got a pass and 40% did better. The question has two components: an account of interview based on questions and answers, and a description of the tone of the interview.

Two papers are included as examples because of the fact that an account of an interview was not given in most cases; the vast majority of students chose instead to transcribe the actual interview. Even when an account was attempted, students usually included extensive blocks of the actual interview. The tone of the talk session was rarely described. For the most part students ignored this aspect of the question or responded to it by saying something like "I established a friendly tone." The questions asked of "guests" were not necessarily based on the literature because this was not required. Interaction between characters was often missing for the same reason. A question which asks students to imagine may more rightly belong in Part III.

However, when students interpreted the task correctly, it is quite clear that such a question fits well in a section requiring transactional writing. Imagination is involved but is used in order to explain and justify actions of characters in the literary selections. In the paper on the left we have an example of a pass (60-69%). The paper on the right is in the superior mark range (80-89%).

• Part II-B Work

Final Version

GOLDEN AGE COLUMN

V.N. Newspaper 5th Issue 75c
Reporter: G.B.
Guest Speakers: Hagar Shipely and Grandmother Four Generation

My name is G.B. a reporter from the V.N. School Newspaper.

Today I have with me my two guest speakers: Mrs. Hagar Shipely from the book "A Stone Angel," and here from Winnipeg I have Grandmother "Four Generations".

I have these two wonderful Grandmothers with me, so now we are ready to start the interview.

Reporter's Question:

Mrs. Hagar Shipely "How does it feel when you've reached an age, and when you need help in the things you do, even though you don't want it."

Guest 1# Answer:

"Oh! It feels terrible, I always have everyone huffin and puffin and worrying about me. My daughter in-law helps me and then she always complains!. I really don't need that when I have a few more years to live "God knows how long I have?!!!!! Especially my daughter in-law, Marvin's wife she keeps fussin over me. When I fall she starts screaming, starts panicking and expects me to sit down the whole time. When your old you want....."

Final Version

SOCIOLOGY OF OURSELVES: BREAKING DOWN SOCIAL BARRIERS.

In this month's issue of "The Student Thinker", we will examine the phenomenon of social classes, and how they restrict certain members of our world community.

For this special feature, I was able to obtain interviews with two world-renowned experts on the subject, namely, Dr. Jonathan Lingo, of the island nation of Kiniwata, and Professor Henry Higgins of London, England. Dr. Lingo is a brilliant lecturer who recently completed his Ph.D. in sociology, and Professor Higgins is a member in good standing of Her Majesty's Committee for a Better British Society. The two are in town for a five day seminar on human psychology and sociology.

I arranged to meet the two men in a small café on St. Denis Boulevard. I got there early so that I could observe them as they entered. Professor Higgins was punctual, and he swept over to me with impatient but efficient strides. Dr. Lingo was five minutes late, and casually sauntered over to join us. After Higgins ordered a cup of tea, and Lingo a bottle of mineral water, I began to realize that, although the two were experts in the same field, their personalities were almost diametrically opposite.

Reporter:

"O.K. Thank-you Mrs. Hager Shipely. I pretty much understand how you feel. Now Mrs. Grandmother of "Four Generations." How do you feel about my previous question?"

Guest 2# Answer:

"Oh Sonny, speak up, I can't hear you!!

"Oh be a kind soul. Could you repeat that..... Oh no, no don't bother I remember now... Well....., When I was in the hospital. I had the same sort of treatment, everyone so bothered about me. I'm 87 I have to go sometime or the other. My daughter keeps pushing me to have this operation. Forget it I said, if I have to die I'll die. I have pancreatic cancer. I don't feel to well, but I've 87 years of living."

Reporter:

"Do you find that your children are understanding, or do they find you as more of a burden?"

Guest 1# (Hagar Shipely):

"Oh I'm more of a burden on them. I know my son Marvin loves me but its is damn wife that wants to get rid of me. They give excuses such that the house is too big and they want to sell it. It is really my house. I don't want to sell it. This is the first house I've lived in with my husband Bram. They also tell me its to much pressure for my son's wife to look after me. Yes I'am a burden to them. They also tried shipping to an ol folks home. I did not want to go, but they won, I had to go!!"

When we were ready to begin, I asked each man how he had gotten into the obscure field of sociology. Professor Higgins described to me at length how he had taken a common street-peddlar girl, given her some lessons, and made her into an aristocratic lady. He had attempted it only to see if it could be done, and once he had proven how meaningless the class system really is, he decided to dedicate his life to studying it full time.

Lingo's story was vaguely similar. In his country, it is a custom to pay a dowry to the parents of the girl you wish to marry. Lingo chose a relatively plain girl, but paid an unheard-of eight head of steer for her. This not only greatly increased her self-esteem, but it substantially raised the social standing of an otherwise ordinary girl. After that Lingo also devoted his life to the study of the mechanics of society.

The two men, while relating their stories, and throughout the interview, demonstrated two very different attitudes toward our world, and our place in it. Higgins was brash and opinionated, yet articulate, while Lingo was calm and polite, and equally as sure about what he was saying. Both men had very profound insight on the drawbacks of the class system. Here are their responses to some of my key questions:

WHAT IS YOUR OPINION OF THE CLASS SYSTEM?

Reporter:

"And what about you, Grandmother Four generations: ?

Guest 2# (Grandmother 4-Generations):

"My two daughters Joyce and Audrey. They really love me, and they know how much I love them. The whole family visits me in the hospital my grand-children, and relatives. But my daughters are always by my side. But one thing they always cry when they talk about me, I don't see them cry, but I know they do. That really makes me sad. That's one thing any mother can't stand, that is to see their children in pain."

Reporter:

"What are your grand-childrens reactions towards you? Do you think they consider you troublesome?

Guest 1#:

It is age that is troublesome! Not us more old ladies. I find the grandchildren more understanding, they look at their grandparents from a different point of view. As they say "one mother can suffice ten children, but not ten children for one mother."

My grandaughter really loves me. I told her never to forget me. I gave her this vase that belonged to my husband. She said she would always love her grandmother no matter what. My other son was my favorite he moved away, that's why I'm living with Marvin. He was my husband's favorite. I only love his children.

HIGGINS - I would say that it is all rubbish! It is, in fact, a clever play, designed by the aristocratic class to keep themselves on top and the lower classes down. It is grossly unfair, and it exists only to benefit the few.

LINGO - I agree with Professor Higgins that it is grossly unfair, but one has to realize that the human animal is a social animal. At the same time, he has a driving need to organize and categorize his universe. Naturally, the strong will end up controlling the organization, and the weak are forced to fall into step.

DOES IT DEPEND ON WHAT COUNTRY YOU HAPPEN TO BE IN?

LINGO - Not really. When one looks over the spectrum of human societies, from capitalist to collectivist, there is always a ruling class, a minority group that controls the society, often at the expense of the economically weaker classes...

HIGGINS [Interjects] Pooh, pooh! I dont't know what this man is talking about! Of course the country makes a difference. Compare your country, Canada, to England. The British people stress the importance of the class system far more strongly than do Canadians, and the whole system is far more restricting in Britain.

HOW WOULD YOU LIKE TO SEE THE CLASS SYSTEM CHANGED, IN A WORLD-WIDE CONTEXT?

Reporter:

And grandmother how do you feel about your grandchildren.

Guest 2#:

How I know they really love me. When they brought my baby grandchild to the hospital she spread her toys and played on the bed the only thing I feel bad is that I'm so yellow, I hope I don't scare them.

Reporter:

"In general have you have a good life?"

Guest 1#:

"Yes. Indeed, I've had a good life. Times have really changed today, people do what they think, not what their told."

Reporter:

"Would you says its plesent to live a long life"?

Guest 1#:

"I would say, Just live your life to the fullest.

Guest 2#:

"I would say the same thing, you don't know how long you, its all up to the power of God!!"

Reporter:

"Thank-you Grandma's: Mrs. Hagar Shipely, Mrs. Grandmother Four Generations. This has been an interesting and wonderful interview. It has been a plesure having you."

The End

HIGGINS - I say, we should abolish it altogether! It has no place in society, and does nothing more than keep the upper classes rich and the lower ones poor. More equal distribution of the wealth is a key point.

LINGO - It's true that more equal distribution of the wealth is important, but abolishing the class system is not the answer. The class system can be profitable if it serves to keep order in the society. We simply need to redesign the system such that everyone gets a fair share.

And so after talking with these two great intellectuals, I am now familiar with two distinct schools of thought regarding the class system. Professor Higgins believes in a total removal of the class system, and a more leftist method of wealth distribution. Dr. Lingo, on the other hand, says that we must understand the positive aspects of the class system, namely, keeping order in society, but nonetheless, certain reforms are needed to equalize the balance of power.

These two scholars remind us that it is important to keep the discussion going, and that we can never learn or study too much about human society. All of you true students of sociology and psychology, be sure to attend the seminar, currently being conducted at the Place Bonaventure Convention Centre.

Corrector's Comments

This paper received a bare pass because there was evidence of all nine indicators in at least some of the piece.

The student did extensive preparatory work. However, there is almost no revision from her draft to her final copy. It is difficult to discern much more than a literal understanding of the realization of the theme in the lives of the two characters selected. She seems to have an elementary grasp of the obvious; she misses many clues. In the student's preliminary work we see much the same literal level of response with only minor development of ideas.

The subtelty of "giving an account of" as opposed to reproducing an interview has been missed by the student. There is no introduction and no conclusion. However, the correctors did not wish to fail the student for misinterpreting this aspect of assignment.

There is little sense of form, for example, in addressing ladies as "grandmother" and referring to one as "Grandmother -4- generations". In the context of an interview, this is unwieldy and unsuitable. Her expression is weak and her structure and mechanics are fair. Punctuation is a problem but does not seriously impede understanding.

where you will be able to hear Professor Higgins and Dr. Lingo elaborate on their views.

Also be sure to read next month's issue, where we will examine the effect of the compact disc on modern society.

Corrector's Comments

This student has an unusual interpretation of the selections which he develops in Part I activities. Throughout the piece the student maintains a clear and distinctive viewpoint.

From the outset, this student clearly engages with the material. In fact, the interview may bring out his convictions much more than the probable positions of the respective interviewees. The organization is highly suitable for an account of an interview. Overall the student successfully comments on a dominant theme in the Booklet.

The form of language is highly appropriate. His use of language is clear, controlled and fluent.

**Part II - Question C**

**In Part I you completed your in-class preparation for this examination. Reflect on the thoughts that remain strongly with you about the readings in the Literature Booklet. Consider whether you would still select as most significant and interesting the "key idea" you chose to develop in Block B.**

**Explain the idea in the Literature Booklet which, on reflection, has the most meaning for you. Point out why the concept or situation appeals to you and tell how your idea is developed in one or more selections in the Literature Booklet and also in one or more works studied in class.**

Of the questions in Part II this one was the most popular, chosen by 37,4% of students. It was also the question on Part II that students did best on, 78,6% receiving a passing grade or better.

In answering this question those students who were most successful limited their references to one from the Booklet and one work studied during the year. Students were then able to analyze both in some detail.

The paper which follows received only a pass (60-69%). It is included here to illustrate those cases where some indicators are above minimal standards, but problems with syntax and mechanics are serious enough to impede understanding. If this paper were not strong in other respects, e.g. interrelation of own ideas and ideas from texts, the lack of control over syntax and language conventions are such that this student's work would be placed in the fail category. While correctors have a high tolerance for minor editing errors involving spelling, punctuation and capitalization, major structural errors often indicate that a student does not have sufficient control of the language to merit a pass. Sentence fragments, run-on sentences, shift in voice or tense, verb form use, subject verb agreement, pronoun reference, dangling or misplaced modifiers and the like, when found frequently in a paper, make it difficult for the reader to understand the essay. We have to distinguish between clumsy writing and seriously flawed writing. The writing in Part II-A is clumsy but acceptable; the writing here contains such a large number and variety of minor and major errors that communication is impeded.

* Part I Work

Block A

No Man is an Island

My interpretation of this poem is that the writer is trying to tell his readers that every body is important. With out us human beings life would not be complete. This writer is a man who loves the world and man kind.

Four Generations

This story is about family, love, guilt, and feelings. In her we see how one does something owe to guilt. The mother has not seen her mother in a long time. Her mother is sick and in the hospital. So she goes to see her. We now see that losing touch is something that you can not regain. It is to late when one realizes it.

I can relate to this. Because I have seen my mother for so many years. Repeating her self. That one day I will realize how much she did for me when its to late. When her mother passed away she was hurting for so long and still is. She fells now that she should have spend more time with her mother and that she shouldn't have been so distant towars her. That you only have one mother, and that you should love her with all your might.

Comments

The student summarizes and interprets eight of the selections from the Booklet. Each piece is analyzed in detail.

Block B

The main theme deals with feeling, relationship, emotion, guilt and are everyday living.

Comments

This is an exerpt from three pages of notes where the student analyzes the theme found in various works from the Booklet and ones studied in class.

In Macbeth and "1984" we see a lot of the themes related. We see in Macbeth how guilt effects people. Wee also see the love for his wife and loyality. The story "My Guilt is quite simillar to Macbeth. Its about jealousy and wanting something. In all the stories in the literature booklet is trying to say that we should all be as one. And that every one is important in mankind.

* Part II Work

Draft

From reading the literature booklet I have chosen the theme to be relationships and how are personality is in certain times.

This story "Four Generations" I can relate to very well. In my experience with this. I have seen my mother for so many years regret the way she and her mother were. But it is too late. Her mother passed away almost 2 years ago. She has been hurting ever since. It is to bad not sometimes one has to get hurt to realize that or what he/she has done was nor to their advantage my mother now feels that she should have spend more time with her while she was alive and had the chance to built their mother dauther relationship up. As a child I was brought up to think that you only have one mother and one father, so you should think about your actions before doing it. I've been told and belive very much that your family goes before anything.

Final Version

"Love, respect and honor our fellow man." Is this phrase true or has it been drilled in our heads for many years. After reading the stories poems and comic strips I have chosen my "key idea" to be relationships and feelings for one another.

Feelings has been expressed in various ways. "My guilt" shows extreme guilt and how such a feeling can haunt one for their life. In "Better or worse" wee see how guilt will effect a family member in his mind for a long time. In "Four generations" wee see how love, respect and honor takes place. In this story regretful feelings for not being closer makes her feel very guilty.

In this story I can relate to it quite clearly. In my experience with these situation that arise in this story is that I have seen my mother for 2 years regret the way her and her mother's relationship was. But

I believe strongly that no one should take advantage of anything especially your family. Family is something that is yours no matter what. Their the people who will be by your side no matter what and should be respected for that.

I know that my mother would do anything for me if it is in my best interest. She would kill herself to safe me and knowing this I should know matter what never take advantage of that. I have so much respect for my family that I would never run against them.

In Macbeth we see the key idea I have chosen. Relationship, but in Macbeth he chose the wrong thing which was pride and greed.

Macbeth choose greed over family and paid for it quite severely he lost his wife and his own life just for power and greed.

In the short story domestic Delima wee see that a man will sacrifice himself to stay with his wife. He was willing to stay with her and try to keep her. Here is a man who will do anything for his family.

In all the work during the year and in the exam I've learnt that love and feeling are very important in ones life.

has come to relize that it is now to late. My grandmother passed away 2 years ago.

My mother has been hurting ever since. It is really to bad that one has to get hurt to realize that what they have done is not the right thing my mother now feels that she should have spend more time with her mother while she was alive, my mother wishes she would have tried to built up their mother/daughter relationship.

As a child I was brought up to believe that you only have 1 mother and 1 father. So you should think before saying something and you should realize that these are the 2 people who concived you, loved you and gave you all they can. I still believe this. And will always put my family before anybody else.

I belive strongly that no one should take advantage of anything, especially your family. A family is something that should be precise to one. They are the people who will be by your side for the rest of their lives, and should strongly be respected for it.

I know now as a person that my mother would do anything for me if it is in my best interrest. She would honestly kill herself to save me. And knowing this I would never do anything to hurt her and I would never take advantage of this. I truely have 100% respect for my parents and think that everybody should.

In Macbeth wee see the "key idea" I have chosen expressed itself. Macbeth had chosen pride and greed over family. But in the end lost everything. His wife, his pride and even his own life. In the short story Dermatic Delima we see that a man will sacrifice himself to stay and work out his promblems with his wife, here is a man who will do anything for his wife and family.

We also see in the poem "neighbors" a couple is having material problems but is still staying together. Whether it be for the children or another reason.

In conclusion I feel that all the reading I've read during the year and in this exam, I've learnt and feel that love and expressing your feelings are very important, and must to expanded and in full work to go on in your everyday life.

Corrector's Comments

In the Part I Work and in the draft of this piece, we see considerable use of revision strategies and extensive editing. The student interprets the material in relation to the theme of the importance of family relationships and supports it with references to various works contained in the Booklet and studied in class.

In relating the idea strongly to his personal situation, this student is responding to the first part of the question. The mother/grandmother example is particularly well chosen.

Unfortunately, this student has many errors in his paper. Some are certainly due to a failure to proofread: "wee", "belive", "interrest". However, the paper also contains sentence fragments and subject-verb agreement errors. The correctors did not feel that these errors were serious enough to fail the student, but the weakness of his writing skills is noted by giving a pass to what might otherwise be ranked in the average range.

## Part II - Question D

**Imagine that you are the author of one of the literary pieces considered during Part I of this examination. Imagine that "your work" has just been published and has received a vicious attack by a prominent critic who has charged that the work is superficial in thought and sloppy in structure.**

**Write a thoughtful defense of "your writing" in which you prove these two charges to be unjust. Your work in Block B, Part I, will be useful to you here.**

Only 8,6% of all students chose to answer this question. Of these 43,8% failed, the highest failure rate for any question on the examination.

Students may have considered this an easy question because it requires students to examine only one piece of literature. However, a student who can handle this question well is one who is adept at literary criticism. The discussion of thematic problems and stylistic devices was beyond most students who appealed to the readers' sympathy rather than to their knowledge of literature.

The final versions of two papers are included to make it possible to compare students' work on the same task. The work in the left column illustrates a paper in the pass range (60-69%); the one on the right is in the superior range (80-89%). It is interesting to note the pieces the two students chose to defend. In the superior paper, the student chose to work with a well-crafted short story by Alice Munro. The weaker paper deals with Johnny Lingo by Patricia McGeer, a short narrative. Even if the former has much more potential for an analysis of structure than the latter, the student has to be aware of the components of structure to discuss them. In the passing paper we see no reference to any such elements.

*Part II-D Work

Final Version

Dear Mr. Cornelow,

In response to the report you gave my writing. I am writing to tell you how disapointed I am that a prominent critic like yourself feels my writing is so inatequit. I feel you judged my work unfairly and you certainly didn't try to find the love and understanding that went into this piece of writing. It means a great deal to me I don't think that you tried to feel what was really in this piece, thereby rating my work so poorly that many people will not read my work. Because they, like I, value your opion so highly and also trust your judgement.

Like the other writings in Part I, Johnny Lingo's Eight-Cow Wife deals with a relationship. Something that was a common factor throughout part I of the exam. It was writing taken from my heart in relation to the way I feel, expressed through Johnny Lingo to make the writing more effective.

How can you call it superficial? Maybe you don't understand what it is to love someone, and to try to make them appriciate themselves and to know they are needed. If we tell someone they are useful and beautiful, they will belive in themselves. But if we say they are nothing often enough, they will believe it and be nothing.

Final Version

As the author of the recently published short story "Day of the Butterfly", I am shocked and angered by Mr. Frank Johnson's review of my story. Mr. Johnson, a well respected litterary critic for the New York Times, stated that my story was superficial in thought and sloppy in structure. I challenge this unjust statement and will proceed to prove that this is not so.

My story is obviously not superficial. The characters are extremely believable, especially Myra, who is described as somewhat closed in and set apart from all other kids her age. She is lonely and alienated, and through her actions, you, the reader, can feel what she is feeling. For example, on her way to school, the narrator of the story, Helen, offers Myra some Cracker Jack. Myra reacts strangely: "Myra waited, but she did not look at me; she waited in the withdrawn and rigid attitude with which she always met us. Perhaps she thought I was playing a trick on her, perhaps she expected me to run past and throw an empty box of Cracker Jack in her face."

The narrator of my story is not superficial either. She feels sorry for Myra, yet keeps at a distance from her, for becoming friends with Myra would mean betraying her narrow-minded friends in school. Helen does finaly change her

Did you not feel the warmth of the writings in the booklet. They were expressing relationships and that we need each other. No man can stand alone, "No Man is an Island". But together we are better.. This is not something I wrote just as a simple story. I tried to get a point across about what it is to love some one. How change is so affective in our lives. Every piece of work in the booklet has an aspect of change in it. Maybe this should be taken into consideration.

I know sir, that I have no right to critisize your work, but I feel that it was a vicious attack on your part to rip appart my work like you did.

How could you call my work sloppy in structure. I pride myself on my work and I had hoped to recieve a pleasing review from you. That piece of writing was well put together and well structured. I know I am just a beginner and my work means nothing to you. But it would mean a great deal to me if you could find it in your heart to re-read my work and re-evaluate it. This time trying to feel what I tried to put into my work. Like the booklet specifies, we sometimes need help and we need to help each other.

Sincerely Yours

attitude and becomes friends with Myra. She is the only one who can see through the dark, oily, shining hair and the pale, oval-shaped, weary-looking face. The narrator of my story <u>does</u> change and therefore is not superficial.

In fact, none of the characters in my story are superficial, except for the girls who make fun of Myra in school. Each character has a different way of acting, a different way of showing her emotions. The plot of the story is certainly not cliché and it serves a specific purpose: To show how uncaring people can be, and to show how that affects certain individuals. My story shows the development and growth of two unique characters which face difficult circumstances and an uncertain future. This short story does contain a very important theme and major idea and it is extremely well thought out. The effect of certain actions on my characters is clearly evident and realistic, and therefore there is no reason for calling my story "superficial in thought."

Furthermore, my story is not sloppy in structure. It is set up in chronological order and clearly covers the major events which lead up to the birthday party in the hospital. In fact, I find that there is no possible way to improve the structure of this story. The way it is set up, changes in character behavior are clearly expressed, such as the section where Helen gives Myra

Corrector's Comments

In this defense, the student demonstrated an attempt to interpret the material and to relate it to his own ideas. The student shows little critical faculty on any but the emotional level. This does not deal with the structure of the work in question apart from stating that "the writing was well structured". There is no substantial or specific defense of the superficiality cited. His references are to "every piece of writing in the Booklet", irrelevant in the defense of "Lingo." It was decided that this student had sufficient context in his answer to justify a pass, even though the student has no clear view of the critic's role.

In general, the form is satisfactory. The student's work contains only minor errors in spelling, grammar and puncatuation. Vocabulary and semantics are adequate but dull.

the tin butterfly. It is a very critical point in the story and one of extreee importance because it is the beginning of their friendship. The narrator describes it like this: "I took the brooch from her and pushed it back into her hand. We were both surprised. We looked at each other; I flushed but Myra did not. I realized the pledge as our fingers touched; I was panicky, but all right."

The structure of my story allows me to show the development of Helen and Myra's friendship and it also allows me to make the final stage of the story more interesting. The first person point of view also adds to the impact of the last scene where Myra gives Helen a gift, just as Helen had done for her: "But at the door I heard her call; she called "Hrlen!" ... "You take it." She put it into my hand. Our fingers touched again." Dialogue also permitted me to have the characters speak for themselves.

I refuse to admit that this story is poorly structured for it shows character development extremely well. It also flows along smoothly and the action is easily followed.

There are some flaws in my story and I admit that it is not perfect, however Mr. Johnson's accusations were unjustified. I would like to ask him to read my story once more and to look for an underlying theme. I am convinced that he will find what he is looking for.

Corrector's Comments

This student shows good critical sense. Although he cites the step-by-step guidelines in Blocks A and B as superfluous, they seem to be an unconscious part of his own mental preparation.

This criticism is coherent and well supported from the text. His ideas are firm. He fulfils the assignment admirably with a solid persuasive essay.

The form of language suits the requirements of the task. The student uses appropriate terminology and refers to stylistic devices to defend his choice of work, e.g. "first person point of view".

## 3.3 Examination Questions and Sample Papers (Parts I and III)

In Part III the students were expected to prepare a piece of poetic or creative writing. In poetic writing students are expected to demonstrate their ability to write in a particular form, e.g. letter, narrative, anecdotal/humorous/satirical essay, fable, speech, ballad (See Part III questions). In each of the questions, however, students were asked to refer to particular selections, quotations, or key ideas from activities in Part I so that the creative piece would be based on the theme of the examination.

**Part III - Question A**

**Choose two selections from your Literature Booklet. From each reading, choose a character that interests you.**

**Create a common link between these two people and show how you imagine their relationship could be developed through an exchange of letters. Write one or more letters from each person to the other, using the format for a friendly letter.**

Question A was chosen by 14,7% of students, making it the least popular question on Part III. Of those choosing Question A, 75% received at least a passing grade.

Many students interpreted the word "create" to mean unrelated to the literature or to what is known about the characters. Consequently, many letters were trivial based on a link which had no connection to the theme. Taking the line of least resistance, many students also confined the exchange of letters to two, one from each character. Generally, no development of the relationship could be seen in such brief correspondence.

The paper below received a pass (60-69%). It is included here to illustrate the problem that many students had with revision. In this paper, as in the majority of papers, revision is non-existent. The students simply re-copy their drafts. While it is true that no opportunity was given to students to conference with peers about their drafts, the complete lack of revision would seem to suggest that students have not yet internalized the need for revision. Perhaps three hours is insufficient time for students to write a first draft, revise and write a final version. However, when the general instructions to students specifically stated "revise your writing for structure, organization of ideas, vocabulary, etc.", students familiar with revision would be expected to make some significant changes to work with the major flaws we see in this paper.

° Part I Work

Comments

Block A

Johnny Lingo's Eight-cow Wife

A person from a foreign island, who buys hiaself a wife for eight cows and the story that surround it. In this story, the theme is to show how you have to earn love, and that you can't buy love....

The student discusses aspects from nine of the selections from the Booklet.

Block C

a) Ideas - What love is and how people express it. Love with humans and humans, human to a animal or even human to earth.

b) Audience - This will be directed to teenagers to show them the real meaning of love. Many teenager get hurt for the word love when they fall in love.

c) Purpose - My purpose is to show people of mostly teenaged year what love is. Love is the most important aspect of the world because a person falls in love at least once in his/her lifetime. ...

Student responds briefly to the questions on the list of Pre-Writing decisions.

* Part III Work

Draft

There was a time when Johnny Lingo went to Australia for a vocation and met a nice girl there. When Johnny went back to his country (U.S.A.) he forgot her a little bit. After two months he lied down on bed and started to think of her. The next day he took out his note pad and pin pen and started to write her a letter. He started it off with a very touching way.

Dear Sweetheart,

I am sorry I haven't written to you in such a long time but still think of you every night. I hope you haven't forgotten about me and have made you hurt inside because I care deeply about you. I went to see a love story in the cinemas and I was the only guy criing because I was thinking about you and wishing that you could be next to me and not only in my heart even though our love is only on thoughts and memories. I hope we would get together one more time if not more just so I could say my last good-bye. If we are not able to connect our soles together I don't want to be in pain for the rest of my life and expressing my feelings towards you on paper. I want to be with you to hold you tight and to be there for you when you need a shoulder to lean on. I can't hope

Final Version

LOVE FAR AWAY

There was a time when Johnny Lingo went to Australia for a vacation and met a nice girl there. When Johnny went back to the United States he forgot her a little bit. About two months passed when he finally sat down and thought about the love he had in Australia. The next morning he took a notepad and his pen and started to write her a letter. He started it off with a very touching way.

Dear Sweetheart,

I am sorry I haven't written to you in such a long time but I still think of you every night. I hope you have not forgotten about me because I care deeply about you. I went to see a love story at the cinemas one day and I was the only guy criing because I was thinking about you and wishing that you could be here next to me and not only in my heart. Even though our love is only on thoughts and memories. I hope we would get together one more time if not more. Just so I could say my last good-bye. If we are not able to connect our soles together I don't want to be in pain for the rest of my life and expressing my feelings on paper. I want to be with you, to hold you tight and to be there for you when you need a shoulder to lean on. I can't hope for a miracle to happen I

for a miracle to happen I want reality to strike and for us to connect together. If I would continue on writing I will burst into tears and then the paper would be wet and goowee when you only deserve the best.

Love you always

Meanwhile during the two months that Johnny waited his real girl doesn't live there anymore. And with Johnny not giving names in the letter being anonymous the new girl that moved in the home was Maya Sayla and she has never experienced a love life but what will happen when she gets that letter.

Dear Johnny

I got that letter you send me and I enjoyed reading it very much but I am sorry to tell you that the girl of your dreas has died in a motorcycle accident with her best friend. I knew her since I was knee high and I feel so bad to tell you. Her and I were always good pals. I met you when you came down but I'm sorry to disappoint but she didn't love you. She only thought that you were an Okay guy. I thought of you more differently. I'm the girl that no one liked because I have leukemia. I would like to see you one day when I visit the United State.

With love Maya Sayla

When Johnny got the letter back he was so happy but when he was reading it slowly he began to cry. He was want reality to happen and for us to connect together. If I would continue on writing I will burst into tears and then the paper would be wet and goowee when you only deserve the best.

LOVE YOU Always.
Johnny Lingo

Meanwhile during the two months that Johnny waited, his real girl doesn't live there anymore.

Since Johnny wrote the letter anonymously the new girl that moved in the house was Maya Sayla and she has never experienced a love life but what will happen when she gets that letter.

Dear Johnny.

I got that letter you send me and I enjoyed reading it very much but I'm sorry to tell you that I'm not the person you wanted me to be. That person died in a motorcycle accident with her boyfriend. I knew her since I was knee high and I feel so bad to tell you. Her and I were always good pals. I met you when you came but I'm sorry to disappoint you but she didn't love you. She only thought that you were an okay guy. I thought of you more differently. I'm the [illegible]rl that no one liked just because I [illegible]d leukemia but I would like to see [illegible] one day when I visit the United [illegible]tes.

With Love
Maya Sayla

angry at her for letting him on but disappointed that she died. He then continued on reading about Maya wanting to meet him some day and that he loved that idea because he then slowly realized that love comes and goes both ways.

Dear Maya,

I got your letter and I loved what you said about us....

When Johnny got the letter back he was so happy but when he finished reading the letter he was crying, swearing and also calling the girl he loved bad names. He then realized that Maya loved him so he liked the idea for them to meet one day. He realized that love is a two way game.

Dear Maya,

I got the letter you sent me and I loved what you said about US.....

Corrector's Comments

This student has received a pass because the paper meets the requirements of the indicators as stated. The student has chosen to write only one letter per character; the letters are short and superficial and do not give enough scope for any character development to be evident. In this piece, the lack of detail is such that the message and purpose are barely communicated to the audience, especially one which may not have read the two references.

Language choices are uninspired but consistent. The introduction to the first letter, and attempt to bridge happenings between letters, work to a degree. Some attempt has been made to edit.

The imagined situation has been determined, but there are inconsistencies, some of which are probably due to the problems the writer has with syntax. Moreover, it is difficult for the reader to accept the situation and the changes in the characters because they do not seem to flow in any way from the original stories.

## Part III - Question B

**Write a narrative for a young audience built around one of the themes explored in the activities you did in Part I.**

**Be careful to use language and structure that is appropriate for the specific audience you select.**

Of the 18,1% of students who chose to respond to this question 85,3% received at least a passing grade, making this the question with the highest overall passing rate.

In answering the question, "theme" was sometimes interpreted as "work" and the story was re-told. It was very difficult to judge the appropriateness of the pieces written for a young audience because "young" was not further specified. Most of the writing was directed to a general audience. But when the students specified a particular audience, elementary pupils for example, the students often merely simplified the story lines and the vocabulary of the pieces in the Literature Booklet.

The following paper is an example of one in the average range (70-79%). The three indicators that correctors found were met to a greater extent are: (See Part III Indicators)

. purpose and message are very clear;

. narrative form is used effectively;

. personalities of writer and imagined characters are well established and sustained until the end when there is a momentary change in point of view.

The paper would have to given a mark in the low end of the range because it is weak in mechanics and sentence organization. In this paper we see several attempts at revision. Editing has been done, but it is not always successful.

° Part I Work

Block A

Human Relationship

This expresses how people interact in society. There are different qualities one can find in a relationship. In the stories some of the qualities that are shown are communication, love, respect, trust. The negative view would be jeoulousy, vanity, money. Another feeling that I had when reading the anthology was that we are all part of society....

Human Relationship
↓
family
↓
friends
↓
classmates
↓
Man VS Man

Block C

a) Ideas: In my writing it will be about Human Relationships and its qualities such as jealousy, hatred, trust, respect, love, communication.

b) Audience: I'm going to be directing it to a teacher

c) Purpose: My purpose of writing is to pass on how people need other people, were all part of a jigsaw puzzle. I should put some facts from the anthology and my own life experience.

Comments

This is an extract from a well done sample of Part I work. Throughout, the student analyzes the readings from the Booklet and relates them to works studied in class.

The student responds to the questions in the Pre-Writing decisions section.

It was difficult to complete Part C because we didn't know what to write it on. It didn't tell us what kind of piece were going to write.

* Part III Work

Draft

It was two o'clock. I was walking through the lobby to go to the washroom and I noticed Peter and Robert and a level four student. I couldn't believe what I heard. Peter and Robert were forcing him to take drugs because then he'll be one of the boy's. Peter and Robert would consider him as a man not a kid. If he doesn't want be cool like the guys in the group. I thought that he was joking so I walked in and I cought the boy smoking acid and Peter and Robert were watching him. I was astonished, I wanted to say something but Peter said, "Mind you own business Johnny"

I walked out with my tail between my legs astonished to death.

At night on my bed I was thinking to myself why didn't I do something like telling on them but I hit my-self on the head and thought I'm not a baby anymore. I can't squel on them there my friends.

Next day I went to the social worker and asked if he'd know why people would screw-up their life because of two idiotes that tell him to. He said, "Johnny young kids these days do it because of not wanting to be different from others, wanting to fit in the crowd."

Final Version

Don't Listen to People

It was two o'clock in the afternoon, I had just been thrown out of history like usual. I didn't know what to do so I went to the washroom. I heard whisperings so I stood under the vent where I heard everything. I heard Peter and Robert forcing someone to smoke a joint because if he didn't he could not be a part of Peter's group. I thought it was a joke so I walked in and I saw a level four boy with a joint in his mouth. Before I could have said anything Peter told me to mind my own business. I walked out with my tail between my legs. I said to myself this can't be happening in my school I usually see this on television.

Monday night I was on my bed wondering why I didn't do anything. Tell the principal but I'm not a baby anymore.

Early Tuesday morning I went to the social worker in our school. I asked him, "why do people screw up their lives?"

He replied, "Johnny that's something that everyone does."

I was confused, "What do you mean," I replied.

I replied, "What can I do how can I stop this?"

He answered, "nothing, talk to him, that's the most you can do."

Wednesday morning I was walking in the changing room for gym and I saw Peter and Robert and the level four student smoking up in in the showers. While I was changing Peter and Robert walk out and but the kid wasn't coming out so I walked in and found him stoned out his his little mind. He had past out. I ran to the toilet and grabed a towel with cold water and put it on his face about ten minutes later he woke up. He didn't know were he was, who he was, neigher his name. I tried to lift him but he fell back asleep. I ran for the nurse and told her that there was a boy in the shower which has past out. We both ran in the shower and he was still there. She got on the intercome and asked, "Can I have an ambulance, there is a boy that past out." I was still glancing in the kids eye's. The ambulance came and told me to wait outside. I was getting very uptight because there've been in there for ten minutes now. Finally the door slamed open and the boy was in the stretcher covered in a white blanket from his head till his feet. I was shocked I asked the nurse what happened and she said he died of an over dose and she asked me if I was responsible or if I knew what happened. I paused for a minute and said, "No" and walked away.

Well young people do that so they could be part of a group, peer presure."

I replied, "I never did that."

"I'm sure you did maybe not drugs," He answered

"Thanks" and I left.

During the day I saw the boy and I stoped him in the hall and I asked him, "Were you the one in the washroom with Peter?"

"Yes I was", he replied.

"Why do you listen to him you don't have to take drugs to fit in the crowd. People got to like you not because you take drugs." I answered ruddly.

He replied, "If I don't he's going to laugh at me and call me a baby. Please don't tell anyone." and he left.

I started to feel like a father tring to understand his son.

Wednesday morning I was walking into the changing room for gym, and I heard Peter, Robert, and the boy. While I was changing Peter and Robert ran out like bulls. I minded my own buisness like they said. I finished putting on my shoes and the boy was still in the showers so I walked in to see what he was doing and I found him on the floor. He had past out.

Thursday night it was about nine o'clock and my mother asked me what happened. I told nothing and went to bed.

Next morning I was called down to the principal's office. I walked in and saw two people cring and my principal said, "Sit down Johnny." "Do you know anything Johnny?" I turned to the couple and they said, "Please Please help us."

I paused, I didn't know what to do anymore. Finnally I replied, "yes."

Principal answered, "Well tell us and no one will know it was you that told us."

I told the parents and the principal the whole story. The principal then said, "Thank you Johnny I know it was hard but now will make sure it won't happen again."

I ran for the nurse and told her what happened and she came hoping along to see. She was a very fat and joly person. She told me to wate outside. Ten minutes later the ambulance came and roled the boy out on a stretcher with a white cover on him covering his whole body. I was shocked I asked the nurse what happened and she was very depressed so I knew something bad happened. "He died Johnny", she replied. I was amazed, "It can't be," I answered. She walked away.

Wednesday night about nine o'clock my mother asked me what had happened because the principal had called. I didn't know what to say so I went to bed.

Thursday morning I was called down to the principal's office which there was the boy's parents. They were cring, a few minutes later I was cring and also the principal.

I asked the principal, "Why did you call me down here for?"

He replied, "I heard what you tried to do."

"What do you mean" I answered.

He replied "They caught Peter and Robert and the social worker told me everything."

The boy's parents replied, "Thank you for everything you tried to do but you should of called us and tell us about it."

I replied, "I'm sorry." and walked out of the room with tears in my eyes. Could I have stoped it? I don't know. Is it my fault? I don't know.

The cause of this is because the boy wanted to fit in the crowd. If he didn't he would of been left out. He'd be still alive. This is the result to Peer presure? Maybe. What relationships lead to. Would you want to send your kid to school when this could happen. Kids don't be fools don't follow anyone. When some one says to take drugs to be part of a group tell them it's not worth it to throw away there lives.

## Corrector's Comments

The student has written a narrative for students slightly younger than himself. The writer's message is unmistakeable and engages the reader. Its relevance to the main theme could have been more clearly underlined to the story's advantage.

From the draft to the final version there is evidence of revising and re-organizing in order to communicate more effectively. The syntax the student uses is sometimes confusing but sufficient to convey the story line.

Overall, the writer is able to convey his personality in this piece, and the tone is sustained.

Part III - Question C

The following quotations are from your Literature Booklet:

"I changed my priorities in life that night to happiness first, education second, and hockey third." (Murray Howe)

"There I am, in the Grade Six class picture, smiling broadly. Happy as a clam, is what my mother says for happy. I am happy as a clam: hard-shelled, firmly closed." (Margaret Atwood)

""Don't feel sorry...; nowadays fathers can't pass on anything to the next generation."" (Roch Carrier)

Let your imagination take off from one of the above quotations, and develop a piece of creative writing fror an audience of your peers.

You may wish to use one of the following forms:

- anecdotal (personal) essay
- humorous or satirical essay
- fable
- speech
- ballad
- narration

Of the 23,9% of students who chose to respond to this question, more than 75% received at least a passing grade.

Often students neglected to incorporate one of the quotations into their piece of writing. All the quotations come from selections beyond the compulsory ones on the first nineteen pages. Students who chose the Howe quotation often were more successful.

The paper below is an example of distinction (90-99%). It is included here to illustrate the quality of the preparatory work in Block C and the revisions from draft to final version. Many students had difficulty preparing for a creative piece of work without knowing the actual examination questions. Students like this one were able to reflect on various possibilities and to make some tentative decisions about topic, form and audience. In the three hours allotted, this student was able to finalize decisions, prepare a first draft and revise it significantly to produce his final version. As he had planned, he produces an entertaining piece where his voice engages the reader and suggests confidence and logic.

Block C

Feedback
Answers

COULD BE — 1- Is it a good idea to use the format of a story?

YES — 2- Should I leave some questions to the reader?

A LITTLE HUMOUR — 3- Should it be somewhat humorous, or should it be entirely serious?

ONLY IF NEEDED — 4- Should I include any personal experiences? (Specific)

Idea: Describing relations between humans, including guilt?, cruelty? interdependence (family included)

d) Form

- preferably a regular-style essay, but possibly a fable if that suits the question better

- ideally, it would either explain in direct terms the idea, or demonstrate it in a fictionary setting

c) Purpose

The piece of writing must express or demonstrate primarily:
i) the importance of human relations
ii) cruelty among humans and the guilt that often follows
iii) the ultimate interdependence of humans

It must be done eloquently but must not be too wordy, so as to demonstrate my writing style but not seem grandiose or pompous.

f) Writing Techniques

The most important parts of the essay will be a catchy opening and an effective and memorable conclusion.

If it is a story, it should be an original, witty one. Not too serious, but still effective. Shouldn't preach.

A) Ideas topic

* Must express the importance of good human relations.
  1- We must avoid cruelty to each other.
  2- We must realize that guilt follows cruelty and it is very hard to bear
  3- We must realize that we all depend on one another and should value each other.

B) Audience

Wouldn't be directed at anyone in particular, but probably best suited for a fairly mature reader (avoids misunderstanding)
- might leave some questions for reader to ask himself.

E) Point of View

Would be either through my eyes, or would examine one character's experiences but from an outside, 3rd omniscient? (would let reader draw some of his/her own conclusions, wouldn't be too obvious)

G) Voice - Tone

A fictional story would be an excellent way to express personal experiences, but may not be appropriate for the question.
For essay: could include anecdotes, but that might seem forced.
Should be 3rd person
- possibly recount experiences of some fictional character: similar to stories in booklet, but less vague, more to the point.

* Part III Work

## Draft

I am a happy person. I know, that sounds like a stupid thing to say, teenagehood being the confusing mess that it is, but it's true. For the most part, I am happy.

Now, you may ask, how does a teenager manage to just be happy? There are an awful lot of obstaclaes in the way. It's all many kids can do just to keep themselves from jumping off a abridge. Well, it's not too hard for me, because I've got a secret. The way I stay happy is that I simply make happiness my top priority in life. If anything gets in the way of being happy, I just avoid, postpone, forget, or ignore it.

May be I should explain to you how I come to adopt this little philosophy of mine. I should start by telling you a little about myself. There are two things that I can do right. One is school work. I'm smart, I know it, and I use it to my advantage. Secondly, I can play hockey. I've never liked hockey much, but ever since my Dad got me started at the age of four, I've been the star. Always the best skater, always the best checker, always the best shooter. Heaven forbid that I should be playing chess, my itrue love, Dad liked hockey, Dad liked me playing hockey, so I played hockey. Anyway, up until high school, this was not a big deal. During th- week

## Final Version

"The Happy Guy"

I am a happy person. I know that sounds like a stupid thing to say, teenagehood being the chaotic mess that it is, but it's true. In general, I am happy.

Now, you may ask, how does a teenager become happy? How does one simply be happy? It's all many kids can do just to keep themselves from jumping off a bridge.

Well, it's not hard for me, you see, because I have a secret. The way I stay happy is that I simply make happiness my top prierity in life. If anything gets in the way of being happy, I just avoid, postpone, forget or ignore it.

Of course, I haven't always been this way. Maybe I should explain to you how I came to adopt this little philosophy of mine. I'll start by telling you a little about myself.

I have two qualities. One is my intelligence. I'm smart, I know it, I use it. School has always been a breeze for me.

Secondly, I can play hockey. I've never liked hockey, but ever since my Dad got me started at the age of four, I've been the star. Always the best skater, always the best checker,

I led my class at school, on weekends I led my team in hockey. While this all sounds like the perfect childhood, you must remember that I absolutely detested the sport. To me, it just wasn't worth all the trouble of skating all the way up the ice just to score a stupid goal. Sure, the other kids did a lot of jumping around and patting me on the head, but what was the point?

As I mentioned, high school put my nice, orderly routine to an end, and this was for two reasons. For one thing, I was pushed into joining the school hockey team. This not only meant more hockey, it also meant hockey during the week. That meant less studying and lower grades. The second problem was girls. They had suddenly changed from a vaguely annoying nuisance to full-blown obsession.

Naturally, I didn't know what to do with them once I caught them at first, but it didn't take me long to figure it out. As I've said, I'm a smart guy.

Anyway, this phenomenon called the female of the species not only intruded on my school time, but on my hockey time as well. For the first time in my illustrious career, I began to miss practices. I also stayed up too late and even skipped a few classes. All this for a little hanky-panky with some little number whose name I would probably have forgotten in a month.

always the best shooter. Heaven forbid that I should be off playing chess, my true childhood passion. Dad wanted me to play hockey, so I played.

Up until high school, this was not a big deal. During the week I led my class, and on weekends I led my team. While this may sound like the perfect childhood, you must remember that I absolutely detested the sport. To me, the thrill of a goal just did not justify skating all the way up the ice. Why bother? It was only a game.

Anyway, high school threw my whole schedule into a uproar. Not only did I have to join the school hockey team for dear old Dad, thereby cutting my studying time and my grades, but I also became interested in girls.

Girls had suddenly gone from an unnecessary nuisance to a full-blown obsession. Naturally, I didn't know what to do with them once I caught them at first, but it didn't take me long to learn. As I've said, I'm a smart guy.

So now, not only did hockey seem like a bother, school did too. Of course I didn't let girls take precedence over school, but they did interfere more than they used to. I began to actually miss a practice or two, and sometimes even skipped classes. All this for a little female attention.

The pressure was really starting to mount. I had coaches, teachers, teammates, and my Dad all riding y back at the same time, to say nothing of the girls bugging me get into even more trouble.

This is how I've gone through the better part of my high school life. Juggling my classes, games, and girlfriends while avoiding the wrath of my father and scraping to keep all the shit from hitting the fan at once.

My grades, of course, were still respectable, because I didn't get any dumber, but they weren't the world's record-type grades I used to get.

Anyway, the breaking point was reached in my Grade eleven year, this year. By this time, I had a pretty steady girlfriend, who I'll call Martha. That meant that my running-around days were over, and my schedule come a little bit more down to earth. My school and hockey balanced a little more, which is just as well because I had to play more, being a senior member, and I also had to think about college.

That's where the trouble begins. Lightning struck and I swear, on Sunday, April 16, my life nearly ended in a giant explosion of stress and conflict of interests.

It goes like this. Monday, April 17, was the day of my SAT's. You must understand that athese exams are what determine my entire future. I had

During this, my final year, I managed to acquire a fairly steady girlfriend. This has slowed me down somewhat and let me concentrate a little more on hockey and school, but it has also meant that I can't do just everything I want, for fear of upsetting this girl, who I'll call Martha.

Yes, the pressure was starting to mount. I had school, the team, and Martha all vying for what precious little of my time I didn't spend in class or sleeping. Martha wants more attention, Dad wants more goals, and my teachers want more studying. Of course, my grades are still respectable, as I'm not getting any dumber, but they're certainly not the world's-record-type grades I used to get.

So that is how I've gone through this year, juggling the three parts of my life and trying to keep all the shit from hitting the fan at once. This is what leads me up to the turning point in this story.

It was that time of the year when we high school students start to panic about college and whatnot. That's where the trouble begins. On Sunday, April 16, my life nearly exploded into giant cloud of stress and conflicts of interest.

It goes like this. Monday, April 17, was the day of my SAT's. You must understand that these exams determine my entire future. I had planned to spend the whle weekend

planned to work on a practice exam all weekend in preparation. That accounts for my first stressload.

The next problem was a double. The good folks on the school athletics committee scheduled our annual conference hockey tournament for that same weekend, Friday through Sunday evening, with a banquet afterwards. I was still our star player and that meant that I had to play. It amazes me to this day that they scheduled the tournament just before SAT's but they did.

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END OF DRAFT

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working on a practice exam in preparation. That struck me as pretty stressful, but it only got worse.

The good people of the school athletics committee scheduled our annual conference hockey tournament for that same weekend. To this day, it amazes me that they scheduled it right before SAT's, but they did. That meant that as our star player, I was expected by both my teammates and my father to not only play, but win. As captain of the home team, I must win. It is my moral duty.

What all this meant was that I would be unable to study without being absent from the tournament. I had to forfeit either my college career or my friends and family. Time to flip a coin, right? Well, there's more.

Martha, still faithful, took it upon herself to buy us tickets to see her favorite band, live in concert, all the way down in New York City. She said it was my birthday present, two months overdue. It was scheduled for Saturday, April 15. We would sleep at her aunt's place in Brooklyn.

I came within a hair's width of becoming another number in the great glossary of teenaged bridge jumpers. Never has such an awful moral dilemma reared its perverse head at an innocent adolescent. It was a totally irreconcilable situation. Martha didn't understand. She

actually ran to her room and cried when I asked her if she would refund the tickets. I didn't even like the band myself.

So I had to choose. I could either lose my girlfriend, my friends and father, my future, or I could jump off a bridge. To be honest, I found none of these appealing.

And that, friends and neighbors, is when I came up with my philosophy. Faced with those choices, I sweated and pondered and toiled all the way up until Friday, April 14. That night, I invented a fifth choice. I escaped.

My parents were off at an office party of my Dad's, but they left our station wagon and the keys. So I gave up on Martha, I gave up on hockey, I gave up on studying, I gave up on everything but me. I changed my priorities in that night to happiness first, education second, and hockey third. And as for Martha, I was afraid she might dump me, but I decided to worry about that later.

That weekend, I took a tent, some food, and all my Dad's beer and camped out in the Adirondacks. I went straight to school Monday morning and aced my SAT's. Remember, please, that I am smart.

Our team was eliminated in the first round of the tournament, and I was kicked off. My Dad grounded me for a month for driving without a license, and made me pay for the beer. Martha and I are back together after a two-month break, and I've been accepted into the Harvard School of Law.

I realize that my philosophy won't work once I become a responsible adult, but it sure got me at of this jam. I may have made some people mad, but I survived.

Do I seem too nonchalant? Too casual? that's possible. But basically, I'm just a happy guy.

Corrector's Comments

This student's work is superior on all the indicators. The student has written a first person narrative based on the Gordie Howe article. Using an original approach he communicates his purpose and message forcefully. This paper is noteworthy for the context the student establishes with a wealth of vivid details.

Language choices are excellent and have often been improved from draft to final version. The planning and organization of the piece are outstanding. Syntax is sophisticated.

The personality of the main character is effectively sustained as are tone and audience awareness. The treatment of the topic is amusing and satisfying.

## Part III - Question D

**Create a piece of writing based on an idea that was triggered in your mind by activities in Block C (Part I) of this examination.**

**Select a situation, a purpose, an audience and a form that you feel combine best to express your ideas and appeal to your readers.**

This question, chosen by 43,1% of students, was the most popular on the whole examination. Of those who chose it, 77,7% received at least a passing grade.

Most students composed a narrative. In some instances the piece of writing was not related to the theme.

The following paper is an example of one in the distinction range (90-99%). It is included here to illustrate the remarkable consistency between the student's preparatory work in Block C and his piece in Part III. There has been very real concern about placing the student in an examination situation where he is preparing for an unknown question on the one hand, and without the benefit of peer consultation and editing on the other. While neither of these two concerns may be dismissed, this paper demonstrates that a student may plan his work in advance and use it completely on the examination; it also demonstrates that a student does benefit from peer feedback and use it successfully on the examination even if the feedback is received prior to the actual selection and drafting of a piece of creative writingon the day of the examination.

Block C

a) I wish to develop ideas about loneliness and feelings of sympathy for my character. I want the audience to feel sorry for him/her. I want to develop the impression that society is unfeeling and cold towards other people's feelings.

b) I will direct my writing to an audience which is capable of understanding the rest of the material in the litterature booklet.

c) The purpose of the writing will be to illustrate how people can be unfeeling and how lack of communication can affect certain individuals. I will use a dramatic writing style which will illustrate how my character feels and it will be quite clear to my audience so that they will grasp my ideas and follow the story easily.

d) I will use the 3rd person omniscient point of view to capture all the character's thoughts and my writing will be in the form of a short story. The tone will be "impartial" as if someone was simply looking into my characters life.

e) Point of view: I will use the 3rd person so I can capture all actions, thoughts, & feelings.

f) I will use an interesting beginning, some "sick" humor and effective ending.

g) I will try to include personal experiences in a subtle way but not too directly. By describing situations accurately, I will demonstrate that I have some knowledge concerning my story.

h) There are really no extra decisions concerning my story because I am not familiar with my options. I will try to follow all the above guidelines but cannot speculate on how I will write my story & what it will consist of.

Important questions

a) I want to deal with loneliness but should I make my character pitiful or simply just lonely and closed in, such as Myra in "Day of the Butterfly." Should my audience feel VERY SORRY?

b) What should I use as a setting? modern times or past/future?

c) Should my character be an adult or a child? Shouldn't it be more effective to use a child?

Feedback & decisions:

a) Bry says make him pitiful but not just "limping, badly dressed, and dirty." Must bring tears to eyes. I decide to make him only slightly pitiful but I won't exagerate I'll also make him closed in.

b) Bry says it should be modern times because past times are too hard to relate to. I'll make it slightly in the past, say 1970-75 and it will take place in a small town, underdeveloped, dusty and away from modern society.

c) According to Bryan, I should make my character an adult who has never really grown up. I'll disagree and make my character a kid who realizes the cruelty of life on his own & in a shocking way.

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## Final Version

Steve rode his 10-speed to school that day, for he disliked the bus. No one knew why, but no one bothered to as. As he opened the school door, he caught a glimpse of all the strange faces that were suddenly looking at him. He walked in, and they all turned away.

As he stumbled into math class he found a paper on his desk. Slowly, he turned it over, only to find a large F, circled in red ink. It was the third test he had failed this week. He sat down and waited for class to start. Mr. Stewart walked in, glanced over at Steve and suddenly dropped his stack of books on the desk beside him. Steve's head snapped up and he looked directly at his math teacher.

"Steve, Steve, Steve," mumbled Mr. Stewart. I've told this class a thousand times that to find the perpendicular slope, you use the neg-a-tive reciprocal. The negative reciprocal, Steve. But you never listen, do you?" The man put his hands in his pockets and walked around Steve's desk. Steve looked directly in front of him, motionless, his eyes not focusing on anything.

Mr. Stewart looked at Steve as thought he had given up. " I just can't get through to you, can I?" he screamed" I mean, what is it? Are you... are you just stupid or something? God knows I try. Pay attention this time."

The second bell rang and the remaining students filed in and took their respective places. Mr. Steward proceeded with the ritual review of the test and then covered a new topic. Steve still gazed at the board. He didn't listen. Around him people we talking, laughing, and exchanging notes. Outside, people were lying in the sun.

The bell rang and Steve was the first person to leave the room. Instead of going to his next class he opted to go home for the rest of the day. He grabbed his jacket out of his locker and headed for the bike rack where he had left his 10-speed. There, he found the tires flat. A few guys in leather jackets were laughing so hard that it seemed that that was the best prank they had ever pulled off.

Some girls were talking nearly, and Steve overheard their conversation. "They say his mother's dead," said a tall blond girl.

"Still, he's such a loser," replied a red-head while filing her nails," No one talks to him anyways..."

"He's from a small town in the mid-west," said the blond. She stopped chewing her gum and then continued. "Probably a farmer or somethin; Yuck!"

Steve got on his bike and rode away. He didn't need to hear anymore. He could feel the cold stare of all the people back on the school grounds. They all thought he was strange. Somehow, he believed they were right. He could still hear the laughing of the guys in the leather jackets and the giggling of the girls.

Midway through town, he stopped. There, ahead of him was the huge cantilever bridge that spanned across the channel. He paused and then got off his bike. He leaned it up against a post and then walked toward the bridge. He climbed the first beam and then stepped across to another one. He climbed rapidly to the top of the first section and then crossed to the center. Below, he could see the water shimmering in the sunlight. He stood there, swaying slightly in the wind, looking straight down, gazing into nothingness.

"No one will know," he thought, "No one will even notice I'm gone. Dad won't notice. He never notices anything." Steve stood on top of the bridge, balancing on a six inch wide steel beam. "No one will notice," he repeated. He was right. No one had even noticed him climbing up.

He stood there, swaying in the wind, silently. Then, in a calculated, precise, and well thought out way, he stepped clear off the beam.

He was right. He had been right all along. No one noticed.

Corrector's Comments

The student's message is conveyed with irony and understatement. The treatment of what could be an overworked topic among adolescents is compassionate and well-focused. The context is well established and effectively sustained.

Language choices are deliberate and appropriate. Syntax and usage are fluent and well controlled. The student certainly fulfills the objectives outlined in Block C and has found the assignment which permits this development.

The mood of the piece is effectively sustained. The personalities of the imagined characters are well established and consistently maintained.

## 4. Conclusion

### 4.1 Reflections on the Correction Process

In examining the papers, markers became aware of the possibility of bias in correction. First of all, in about 10% of the papers received, the MEQ marking resulted in a score that was significantly different from that given by the school, either higher or lower. Markers must be aware of factors that can influence their scoring. In our own correcting we found the following factors come into play.

. Handwriting: Especially at the end of the day papers with poor or unusual handwriting (slanted, very light) caused problems. We left these papers for the following morning.

. Correctors' expectations: Correctors often expect a piece of writing written under examination conditions to be as polished as a piece prepared for a major class assignment. Under examination conditions, the writing is, at best, a second draft without the benefit of peer reaction. Consequently, revision tends to be superficial.

. Correctors' likes and dislikes: Correctors tend to favor a particular style, format, organization and usage. Papers with the preferred style, for example, often receive a higher mark. Even content can cause bias. We found certain papers whose content was unappealing to us; we had to guard against marking these papers down because of our personal feelings towards them.

As a group of correctors we found that spending a whole day correcting and discussing sample papers was invaluable. It is a good idea to choose the papers for this training session based on the factors which could cause bias. Of course, it is also necessary to choose the papers to represent the various mark categories.

Having each paper marked by two correctors was also important, especially for the first couple of days and in those cases where there is doubt. In our correction, for example, we had one paper that had received top marks at the school and from one of us. A second corrector gave the paper a bare pass. When the paper was studied by the group we found that vocabulary and syntax were exceptional for a secondary five student but that the ideas were convoluted and the point of view non-existent. In the majority of cases, correctors found it stimulating to discuss papers with another teacher; in the above case discussion was essential.

We found that many teachers corrected the spelling and grammar errors on their papers even though students would never see them. When two teachers correct a paper this practice is to be avoided. It tends to rivet a corrector's attention on the errors rather than allowing for a search for meaning.

During correction our team found it useful to scan the indicators and to rate each paper in accordance with these. With practice, markers quickly asigned a "better than", "OK", or "less than" symbol to each of the nine indicators. This rating of indicators enabled the markers to place each paper in a mark category, e.g., "better than" on three indicators would make the paper an average. Marking in terms of set criteria helps correctors to avoid a tendency to create a normal distribution of scores. In our marking sessions, we could go for long periods without encountering an excellent paper, and then come upon two or three in a row. In schools with streamed classes, the application of the criteria means that the marks in a given class will most likely fall in a three or four mark category range, e.g. average to fail for a low stream class.

In applying the indicators we came up against some real difficulties. Does a paper which is average or even better in some respects receive a failing grade because one indicator is less than the minimum? At what point do mechanics impede communication to such an extent that the paper must receive a failing grade? Is a paper excellent because it is slightly better than minimum on all the indicators? These were the three major problem areas. Our team worked towards solutions and finally made certain decisions which were satisfactory to all correctors at the time.

In the course of our corrections we did come across papers that were better than or equal to the minimums in all respects but one. For example, one indicator for Part II talks about "an effort to develop one or two references". When the examination question specifically asked that students refer to one work from the Literature Booklet and one work studied during the year, does a student fail for developing only one reference. There were several papers where students made reference only to pieces from the Literature Booklet. Our team decided that a paper that was deficient on one indicator would be lowered one mark-category, e.g., an average would become a pass.

In any discussion of correction, the issue of errors that impede understanding deserves some consideration. Our group had a high tolerance level for error. A paper which received a bare pass like Sample III A, contains several minor and major errors which result in clumsy writing. However, communication is not seriously impeded. We considered spelling, punctuation and capitalization as minor errors which could be corrected with more careful editing. Structural errors like sentence fragments, run-on sentences, subject-verb agreement, shift in voice, pronoun reference were deemed to be major. When the number and variety of these errors made it difficult for correctors to follow the development of ideas, the paper was given a less than minimum rating on this indicator. Students could fail overall because such interference would result in a less than minimum rating on other indicators as well, e.g., purpose and message clear to reader.

If the directions for the computation of marks are followed literally, it could be possible for a mediocre paper to be classified as superior or worthy of distinction. In order to avoid this possibility, our team re-defined the mark categories as follows:

Distinction: All nine indicators are present to a greater extent and are outstanding in two or more areas.

Superior: All nine indicators are present and are solidly ahead, but not necessarily outstanding.

| | |
|---|---|
| Average: | All nine indicators are consistently present. There are no lapses. |
| Pass: | All nine indicators are there but not consistently. |
| Fail: | One or more of the indicators is not in evidence through most of the paper. |

4.2 Recommendations

Examination correction is not an easy task. English teachers may teach English at more than one level, or they may also teach subjects other than English. In many schools, such teachers proctor the same number of hours as all other teachers in the school even though English teachers' correction workload, especially in June, demands long hours and tremendous concentration. In order to recognize the challenges that face English teachers and to improve examination correction conditions and practice throughout Quebec, the following recommendations are made.

First of all, it is recommended that a sample of high school leaving papers continue to be collected and corrected by the MEQ. Sample papers from among the collected papers should be published each year to illustrate the application of the correction criteria and to promote the acceptance of a common set of standards by English teachers in the province.

Secondly, it is recommended that the MEQ set up cooperative correction centres in selected parts of the province. The purpose of such centres would be to allow teachers, especially those who are the only English teacher in their school, to work collaboratively on examination correction.

Thirdly, it is recommended that the MEQ study the ways and means to pilot the secondary five examination. Such piloting would result in higher quality examination questions. Perhaps more importantly, pilot testing would produce actual student writing, samples of which could be included in the examination's correction guide.

Fourthly, it is recommended that the MEQ continue to develop in-service projects which deal with the application of evaluation criteria and examination correction procedures. It has been demonstrated that practical projects, like the one which led to the publication of sample examinations, are greatly appreciated by teachers and school administrators alike.

Fifthly, it is recommended that two teachers correct all of the writing produced by each student on the high school leaving examinations. The purpose of such joint evaluation is to ensure that every student's work is evaluated as accurately as possible.

Finally, it is recommended that school boards determine teacher workloads, i.e. teaching and correcting, for the June examination period. Once the results are calculated, consideration should be given to teachers with heavy loads by exempting them from examination supervision.

Gouvernement du Québec
Ministère de l'Éducation
**Direction générale de l'évaluation et des ressources didactiques**

# Secondary School Leaving Examinations

630-516

June 1989

# English Language Arts 516

## Student Booklet Part I

Student's Name:

# INTRODUCTION

This booklet contains information about and instructions for your Secondary School Leaving Examination. The examination has three parts.

**PART I** consists of in-class activities using this Student Booklet and the Literature Booklet. This section gives you the opportunity to reflect on the readings, and to explore, shape and plan your work for the tasks assigned in Part II and Part III.

**PART II** of the examination consists of a major assignment to be written individually during the morning of June 8. You will need your portfolio of work compiled during Part I and the Literature Booklet to complete the assignment.

**PART III** of the examination consists of a major assignment to be written individually during the afternoon of June 8. You will need your portfolio of work compiled during Part I to complete the assignment.

**EVALUATION**

All the work you do in the three parts of the examination will be evaluated. Markers will be looking for evidence about:

- how well you develop and expand your ideas;
- the extent to which you clarify your thoughts and support your interpretations;
- how clearly and accurately you express your ideas;
- how well you refine and polish your language for the chosen audience.

We hope you find the examination interesting, and we urge you to take time to explore and express **your own ideas** throughout all parts of the examination.

## GENERAL INSTRUCTIONS

Your teacher will suggest the number of class periods that are to be set aside for work on Part I. If you find that your work proceeds more quickly or more slowly than suggested time, feel free to consult with your teacher and adapt times and organize tasks to your own needs.

You may wish to fill in the "calendar" below for future reference:

| | Part I Block A | Part I Block B | Part I Block C | Part II | Part III |
|---|---|---|---|---|---|
| Day/Dates | | | | June 8 a.m. | June 8 p.m. |

Put your writing for each Block on a separate page and clearly label the Block at the top of the page.

Your examination materials should be placed in your envelope and turned in at the end of each period. They will be returned to you each day you work on Part I. The complete envelope will be given to you at the beginning of each examination session on June 8.

You may use a dictionary and a thesaurus at any time.

# PART I — BLOCK A

Activities in Block A are designed to help you to explore and respond to the selections in the Literature Booklet. **The objectives of the activities are as follows:**

- to familiarize yourself with selections in the Literature Booklet;
- to clarify how your understanding and your feelings have been influenced by the material;
- to connect your own ideas with key details in the reading material.

In order to help you to attain the objectives stated above, the following activities are provided. You may **explore the activities** in any order that seems natural and suits your purpose.

- Read selections 1 through 9 (pages 1 to 19) in the Literature Booklet and as many other selections as time permits.
- As you read, take time to respond to the readings in the way you are accustomed to; i.e. highlight or underline interesting parts, make notes in the margins or on separate paper, jot down questions, talk to your partner, etc.
- Look at the notes you made to yourself as you were reading. Find out what there is in the readings to support the ideas you are beginning to see.
- Think about situations in your own life that you were reminded about as you read a particular piece of writing. You might recall such things as television shows, school events, and news articles that are relevant.
- Discuss your reactions to the readings with your partner or group.

On your writing paper the examiner will be looking for **evidence of the work you have done.** Record the following when it is appropriate for you to do so during the time you have for the activities.

- Three or four sentences that describe your feelings and ideas about the material you have read.
- Notes about your reactions to the readings and the key ideas you see emerging in the readings.
- Notes about ideas, happenings and situations in your life that the readings bring to mind.

# PART I — BLOCK B

Activities in Block B are designed to help you to prepare for Part II of the examination during which you will be asked to combine your ideas about readings in the Literature Booklet with references to other literary and personal experiences, to produce a major piece of writing. **The objectives of the activities are as follows:**

- to find references in the readings that could support and expand the ideas that you and your partner or group are developing,
- to add to your portfolio additional material that you have experienced or read,
- to select the one or two key ideas in the Literature Booklet that interest you the most.

In order to help you to attain the objectives stated above, the following activities are provided. You may **explore the activities** in any order that seems natural and suits your purpose.

- Discuss the ideas you see in the readings. What attitudes do the various authors seem to have to their topics ? Are there ideas that run through several readings ?
- Brainstorm with your partner or group to see how many references you can list from works studied in class that contain ideas, plots, characters or settings that are similar to those in the Literature Booklet.
- Consider what things influence relationships among characters, relationships between people and environments, and the various techniques used by authors to emphasize their ideas. What are the differences and similarities that you see ?
- Select from material in the Literature Booklet the idea that has the most significance for you. Explain to your partner or group what led you to focus on the idea you have chosen and ask for comments.

On your writing paper the examiner will be looking for evidence of the work you have done. Record the following when it is appropriate for you to do so during the time you have for the activities.

- List examples from the Literature Booklet that support the ideas that you are exploring.
- List references to works studied during the school year that contain ideas, plots, characters or settings that are similar to those in the Literature Booklet.
- Write notes about the key idea that you have chosen. Explain the reasons for your choice and what the idea means to you as an individual.
- Refer to the notes you made during Block A. Comment briefly on ways you would alter or add to the ideas you expressed at that stage of your reading and discussion.

# PART I — BLOCK C

Activities in Block C are designed to help you to prepare for Part III of the examination during which you will be asked to use ideas that emerged from your in-class activities as the inspiration for a major piece of writing to interest and to entertain a specific audience. **The objectives of the activities are:**

- to make preliminary and tentative decisions about a piece of creative writing;
- to seek quality feedback about how well you have developed your plan so far;
- to give relevant feedback on a partner's work.

In order to help you to attain the objectives stated above, the following activities are provided. You may **explore the activities** in any order that seems natural and suits your purpose.

- Plan how you might express some of your own ideas in a piece of creative writing for a specific audience. Your ideas should reflect your own thoughts and feelings, but at the same time they should be connected to readings in the Literature Booklet.
- Examine the Pre-Writing Decisions on the next page.
- Prepare questions you have about your plan so far. Your questions should seek information to help you to deal with problems you may encounter in your writing. Discuss your questions with your partner or group.
- Give your partner advice about the plan he or she has developed.

On your writing paper the examiner will be looking for **evidence of the work you have done.** Record the following when it is appropriate for you to do so during the time you have for the activities.

- Respond to the questions on the list of Pre-Writing Decisions on the next page. If you have time, you may wish to draft an opening segment for a piece of writing.
- Write down at least three of the most important questions about which you want to have feedback concerning your plan for a creative piece of writing.
- Record the decisions you have taken concerning your questions and the feedback you received.
- Look back at the ideas you developed in Blocks A and B. Comment briefly on ways you would now alter or add to the ideas you had earlier.

# PRE-WRITING DECISONS — BLOCK C

As preparation for a piece of creative writing, write down sentences or notes in response to the following items:

a) **Ideas - Topic**
What ideas, thoughts, observations, feelings, emotions, stories and impressions do I wish to develop in my writing?

b) **Audience**
To whom shall I direct my writing?

c) **Purpose**
What is my purpose for writing? How can I make my audience appreciate my ideas and my writing style?

d) **Form**
How can I best organize my writing and set the tone I think most appropriate; i.e., narrative, series of letters, series of journal entries, drama, speech, fable, article, report, etc.?

e) **Point of View**
Through whose eyes can I best express what I have to say, and best appeal to my reader?

f) **Writing Techniques**
What strategies would make my writing more interesting and reflect my personal preferences; i.e., suspense, flashback, interesting opening, effective ending, humour, dialogue, comparisons, anecdotes, etc.?

g) **Voice–Tone**
How can I best show that these ideas arise out of my own experiences and thoughts, and give my writing a flavour that is uniquely mine?

h) Are there any other decisions I must make in advance concerning this piece of writing?

# END OF PART I

- Check to see that your writing paper is clearly labelled as Block A, B or C.
- Place the writing for activities in this part of the examination in order.
- Place all material, including the Literature Booklet, in the envelope provided.
- Make sure that your name is clearly printed on the envelope and return it to your teacher.
- The envelope will be returned to you for the examination on June 8.

APPENDIX 1B

Gouvernement du Québec
Ministère de l'Éducation
**Direction générale de l'évaluation et des ressources didactiques**

# Secondary School Leaving Examinations

630-516

June 1989

# English Language Arts 516

## Student Booklet Part II

Student's Name:

# GENERAL INSTRUCTIONS

Select ONE of the following items for a piece of writing of approximately 400 to 600 words in length. Put your name on each piece of paper.

You have two and a half hours because you are expected to:

- refer to the readings in the Literature Booklet and your work in Part I;
- make your selection from the choices given;
- write a first draft;
- revise your writing for structure, organization of ideas, vocabulary, etc.;
- write a final version (write on every second line);
- reread and edit your writing for technical flaws.

Label your "draft" and final version clearly.

Use your dictionary and thesaurus at any time you wish during the examination.

Markers will be judging:

- the quality of your ideas and how effectively you express and develop them;
- the relevance of your supporting material;
- the conclusions you draw.

## SELECT ONE

**A.** "Our lives are shaped by those around us."
"No man is an island."
"Our lives intertwine with the lives of others in complex webs of interaction."

How does the idea expressed in the above quotations, taken from your Literature Booklet, challenge or disturb you?

**Write an essay in which you attempt to persuade your reader that your point of view is justified, and that it is supported by references to material in the Literature Booklet and to material studied in class.**

**. . . . or . . . .**

**B.** Imagine that you are a reporter for your school newspaper and that one of your assignments has been to set up an interview with two interesting "guests"– one person who appears in your Literature Booklet and one person from any work studied in class during the year. Your notes in Part I, Blocks A and B, may be of assistance here.

**Write an account of the interview that occurred. Describe the tone you established during the talk session. Include the key questions you asked your "guests" and the answers that they gave you.**

**. . . . or . . . .**

**C.** In Part I you completed your in-class preparation for this examination. Reflect on the thoughts that remain strongly with you about the readings in the Literature Booklet. Consider whether you would still select as most significant and interesting the "key idea" you chose to develop in Block B.

**Explain the idea in the Literature Booklet which, on reflection, has the most meaning for you. Point out why the concept or situation appeals to you and tell how your idea is developed in one or more selections in the Literature Booklet and also in one or more works studied in class.**

**. . . . or . . . .**

**D.** Imagine that you are the author of one of the literary pieces considered during Part I of this examination. Imagine that "your work" has just been published and has received a vicious attack by a prominent critic who has charged that the work is superficial in thought and sloppy in structure.

**Write a thoughtful defense of "your writing" in which you prove these two charges to be unjust. Your work in Block B, Part I, will be useful to you here.**

## END OF PART II

Label clearly your writing for this section of the examination: e.g., Part II, Selection A.

Put all material from Part I in numerical order and place it in the envelope.

Follow instructions from your invigilator about turning in your materials.

Gouvernement du Québec
Ministère de l'Éducation
**Direction générale de l'évaluation et des ressources didactiques**

# Secondary School Leaving Examinations

630-516

June 1989

# English Language Arts 516

## Student Booklet Part III

Student's Name:

# GENERAL INSTRUCTIONS

Select ONE of the following items for a piece of writing of approximately 400 to 600 words in length. Put your name on each piece of paper.

You have two and a half hours because you are expected to:

- refer to the readings in the Literature Booklet and your work in Part I;
- make your selection from the choices given;
- write a first draft;
- revise your writing for structure, organization of ideas, vocabulary, etc.;
- write a final product (write on every second line);
- reread and edit your writing for technical flaws.

Label your draft and final version clearly.

Give your work a title.

Use your dictionary and thesaurus at any time you wish during the examination.

Evaluators will be looking for evidence that you can share your ideas in a creative and interesting fashion.

Markers will be judging:
- the quality of the idea you choose to develop;
- the way you express your ideas to suit your audience;
- the way you use language to convey your ideas;
- the choice of a style and form that personalizes your writing.

## CHOOSE ONE

**A.** Choose two selections from your Literature Booklet. From each reading, choose a character that interests you.

**Create a common link between these two people and show how you imagine their relationship could be developed through an exchange of letters. Write one or more letters from each person to the other, using the format for a friendly letter.**

. . . . **or** . . . .

**B.** **Write a narrative for a young audience built around one of the themes explored in the activities you did in Part I.**

Be careful to use language and structure that is appropriate for the specific audience you select.

. . . . **or** . . . .

**C.** The following quotations are from your Literature Booklet:

"I changed my priorities in life that night to happiness first, education second, and hockey third." (Murray Howe)

"There I am, in the Grade Six class picture, smiling broadly. *Happy as a clam*, is what my mother says for happy. I am happy as a clam: hard-shelled, firmly closed." (Margaret Atwood)

"'Don't feel sorry...; nowadays fathers can't pass on anything to the next generation.'" (Roch Carrier)

**Let your imagination take off from one of the above quotations, and develop a piece of creative writing for an audience of your peers.**

You may wish to use one of the following forms:

- anecdotal (personal) essay
- humorous or satirical essay
- fable
- speech
- ballad
- narration

. . . . **or** . . . .

**D.** Create a piece of writing based on an idea that was triggered in your mind by activities in Block C (Part I) of this examination.

**Select a situation, a purpose, an audience and a form that you feel combine best to express your ideas and appeal to your readers.**

## END OF EXAMINATION

In your envelope, place the following materials:

- your Literature Booklet
- all of your notes and writing from Part I
- your writing (draft and final version) from Part II
- your writing (draft and final version) from Part III

Return all materials to the invigilator.

APPENDIX 2

Gouvernement du Québec
Ministère de l'Éducation
Direction générale
de l'évaluation et des
ressources didactiques

# Secondary School Leaving Examinations

630-516

June 1989

# English Language Arts 516

## Marking Guide

Student's Name:

This Guide describes criteria and indicators to be used when correcting the optional comprehensive Secondary School Leaving Examination in English Language Arts 516 being offered by the ministère de l'Éducation in June 1989.


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**CORRECTION OF PART II**

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- Indicators ..... 4

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**COMPUTATION OF MARKS** ..... 7

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# OVERVIEW

The English Language Arts 516 examination assesses the extent to which the students use language effectively in formulating their ideas and communicating them for a variety of purposes and audiences. It endeavours to reflect the teaching and learning principles as stated in the English Language Arts Secondary I - V program. The evaluation assignments and criteria are based on the understanding that, in so far as is possible, the examination situation should provide the following:

- opportunities for students to respond and compose and to call on the rehearsal and editing strategies they are accustomed to using;
- opportunities for personal and peer interaction in order to generate, expand upon and clarify understandings.

Therefore, the evaluators should address the work for each of Part II and Part III in the light of the whole range of submissions, including evidence in Part I, as indicators of the developmental profile of the students' work. Certain criteria require such an overview in order to assign a mark. These criteria and the specific indicators which flow from them are included in this Guide.

In order to facilitate the recording of marks, a Mark Record sheet is provided in this Guide. A copy may be made for each student. The sheet has been designed to enable two teachers to work together in marking.

# CORRECTION OF PART II

## PART II Criteria

In order to evaluate student work in Part II of the examination, and to include in the evaluation work that is significant from Part I, the following criteria are designed to serve as guidelines for correction.

In the context of composing a piece of writing in response to selections from the Literature Booklet and work studied in class, the student should reveal the ability to:

A. generate, expand upon and clarify ideas in order to present a viewpoint and/or demonstrate understanding of text;

B. interrelate own ideas with ideas drawn from the selections in order to express a personal viewpoint and/or demonstrate an understanding of the viewpoints of others;

C. employ language effectively and appropriately for the purpose of presenting a personal viewpoint and/or statement of understanding to a specified audience.

## PART II Indicators

In order to evaluate student papers, these **nine** indicators of minimally acceptable performance have been developed. They flow from the criterion indicated in brackets at the end of each indicator.

- rehearsal and revision strategies used to some advantage; editing attempted (A)
- a literal understanding of the message in the material selected; some attempt to interpret the material (A)
- development of ideas from preliminary activities to final presentation, i.e., ideas restated, modified, elaborated, revised; viewpoint established and maintained with minor lapses (A)
- interrelation of own ideas with key details from texts; an effort to develop one or two references (B)
- organization of content appropriate for question chosen (B)
- some effort to explain to, or persuade, the reader (B)
- form of language appropriate for question chosen, e.g., interview, persuasive essay, etc. (C)
- sufficient control of vocabulary and semantics to convey ideas (C)
- respect for the conventions of language - occasional errors rather than frequent and conventional errors or errors that seriously impede understanding (C)

# CORRECTION OF PART III

## PART III Criteria

In order to evaluate student work in Part III of the examination, and to include in the evaluation work that is significant from Part I, the following criteria are designed to serve as guidelines for correction.

In the context of composing a piece of writing to construct and convey ideas in a creative and interesting fashion, the student should reveal the ability to:

A. choose a message and develop it appropriately for the purpose, form and audience selected;

B. employ language effectively in order to plan, to organize and to present ideas;

C. portray one's own thoughts and feelings or those of others.

## Part III Indicators

In order to evaluate student papers, these **nine** indicators of minimally acceptable performance have been developed. They flow from the criterion indicated in brackets at the end of each indicator.

- purpose and message generally clear to reader (A)
- context established, i.e., setting, character, mood (A)
- form chosen to engage and satisfy the reader to some degree (A)
- language choices usually consistent and appropriate for purpose (B)
- planning and organization appropriate for question chosen (B)
- rehearsal and revision strategies adequate to achieve purposes: editing attempted (B)
- semantics, syntax and usage generally sufficient to convey ideas for the purpose intended (B)
- personality of writer or imagined characters established and sustained with minor lapses (C)
- attempt to capture the essential attributes of the imagined situation, e.g., tone, awareness of audience (C)

# COMPUTATION OF MARKS

The mark for each of Part II and Part III is determined by applying the following scale. The mark chosen for each Part is written on the Mark Record sheet.

**PASS:** **30 to 34 marks**

Student writing must meet all 9 of the indicators to the extent described in each of them.

**AVERAGE:** **35 to 39 marks**

Student writing must meet 6 of the indicators to the extent described, and 3 to a greater extent.

**SUPERIOR:** **40 to 44 marks**

Student writing must meet 3 of the indicators to the extent described, and 6 to a greater extent.

**DISTINCTION:** **45 to 50 marks**

Student writing meets all of the indicators to a greater extent than that described.

**FAIL:** **25 to 29 marks**

Student writing must meet 6 to 8 indicators to the extent described.

**less than 25 marks**

Student writing meets 5 or fewer of the indicators to the extent described.

to be photocopied

# MARK RECORD

Student Identification: _____

_____

Each marker assigns a mark for each Part. Marks are added and then divided by two in order to arrive at a total out of 50.

| PART II | | | | PART III | | | |
|---|---|---|---|---|---|---|---|
| Mark Range | | MARKERS No.1 | No.2 | Mark Range | | MARKERS No.1 | No.2 |
| Distinction | (45 - 50) | | | Distinction | (45 - 50) | | |
| Superior | (40 - 44) | | | Superior | (40 - 44) | | |
| Average | (35 - 39) | | | Average | (35 - 39) | | |
| Pass | (30 - 34) | | | Pass | (30 - 34) | | |
| Fail | (25 - 29) | | | Fail | (25 - 29) | | |
| | (< 25) | | | | (< 25) | | |
| TOTAL PART II (Add marks of both markers and divide by two.) | | _____ 50 | | TOTAL PART III (Add marks of both markers and divide by two.) | | _____ 50 | |

OVERALL MARK FOR THE EXAMINATION

TOTAL PART II _____ + TOTAL PART III _____ = _____ %

# FOLLOW-UP BY THE MINISTÈRE DE L'ÉDUCATION

## INTRODUCTION

It is the intention of the ministère de l'Éducation to prepare evaluation guidelines to assist teachers in their marking of student writing. In order to generate appropriate criteria, actual writing samples from Quebec students will be studied, and a certain number of these might be used as models which illustrate scoring ranges. A representative sample of marked papers from the English Language Arts 516 examination of June 1989 is required for this study. Confidentiality is ensured. This applies to all students and all schools.

## PROCEDURE

- Each teacher using the June 1989 English Language Arts 516 examination is asked to forward to the Ministère thirty percent of the corrected class papers as follows:
  - the bottom ten percent of the total papers;
  - the top ten percent of the total papers;
  - ten percent of the papers whose marks fall within the middle range.
- Teachers are asked to place these examinations in the manila envelope furnished by the MEQ for the return of answer sheets: Number 5.
- Teachers are asked to identify their school, board, and examination, and list in alphabetical order the names of all students whose work is included. Such identification will enable the MEQ to locate quickly the paper of any student who requests a mark review.
- Each school should make records of which students' work has been forwarded to the MEQ, in case of an appeal.
- Schools are asked to forward the marked examinations before June 30 to the address shown on the return envelope Number 5.

  Please add: Attention: WRITING STUDY, 1989
- Further information can be obtained from:

  Judith Schurman - (514) 873-7278
  Beverly Steele - (514) 873-2161

# REQUEST FOR FEEDBACK

The MEQ would welcome feedback from teachers on the content and format of the English Language Arts 516 examination. Please record your comments on this sheet and include it in the return envelope No. 5.

1. Your reactions, suggestions, questions:

_____

_____

_____

_____

_____

_____

_____

_____

The reactions of your students:

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Telephone: _____

APPENDIX 3

ENGLISH LANGUAGE ARTS 630-516
CORRECTORS OF HIGH SCHOOL LEAVING EXAMINATION 630-516
JUNE, 1989

| | | |
|---|---|---|
| HUDON, Lynda | Teacher | Baldwin-Cartier School Board |
| JURASCEK, Irena | Teacher | Laurenval School Board |
| MACHIN, Patricia | Teacher | Lakeshore School Board |
| NOËL, Kathy | Consultant | Eastern Quebec School Board |
| SCHURMAN, Judith | Coordinator | Ministère de l'Éducation |
| TRUSSLER, Joanne | Teacher | District of Bedford School Board |
| ZANNIS, Antonia | Teacher | Villa-Maria High School (Private) |

English Language Arts 630-516
SCHOOLS IN THE STUDY
June 1989

| School | School Board |
|---|---|
| A.S. Johnson Memorial High School | Eastern Quebec |
| Beaconsfield High School | Lakeshore |
| C.E. Pouliot High School | Gaspesia |
| Chateauguay Valley High School | Châteauguay Valley |
| École communautaire Hassidique | Private |
| Miss Edgar's and Miss Cramp's School Inc. | Private |
| Herzliah - St. Laurent | Private |
| Herzliah - Snowdon | Private |
| Howard's Billings High School | Châteauguay Valley |
| James Bay Eeyou High School | Crie |
| Jimmy Sandy High School | Eastern Quebec |
| John Paul II High School | Western Quebec |
| Joliette High School | Laurenval |
| Lake of Two Mountains High School | Laurenval |
| Latuque High School | Eastern Quebec |
| Laurentian Regional High School | Laurentian |
| Lemoyne d'Iberville High School | South Shore Protestant |
| Lindsay Place High School (Odessey) | Lakeshore |
| Macdonald High School | Lakeshore |
| Maclean Memorial High School | Eastern Quebec |
| Massey Vanier High School | Districtof Bedford |
| Outremont High School | Protestant School Board of Greater Montréal |
| Pierrefonds Comprehensive H.S. | Baldwin Cartier |
| Philemon Wright High School | Western Québec |
| Phoenix High School | Laurenval |
| Polyvalente Mgr. Sévigny | Peninsule |
| Prep School | Private |
| Quebec High School | Eastern Quebec |
| Queen Elizabeth High School | Eastern Quebec |
| Rosemere High School | Laurenval |
| Saint Alphonsus High School | Pontiac |
| Saint Francis Xavier High School | Goeland |
| Saint George's High School | Private |
| Saguenay Valley High School | Eastern Quebec |
| Stanstead College School | Private |
| Théberge High School | Lac Témiscamingue |
| Three Rivers High School | Eastern Quebec |
| Weston School | Private |